

Your Guide to  
Using

# New Hampshire Job Notes 2001

## Choosing Career Paths

Student to Parent:

"When choosing a career, which way should I go?"

Student to Teacher:

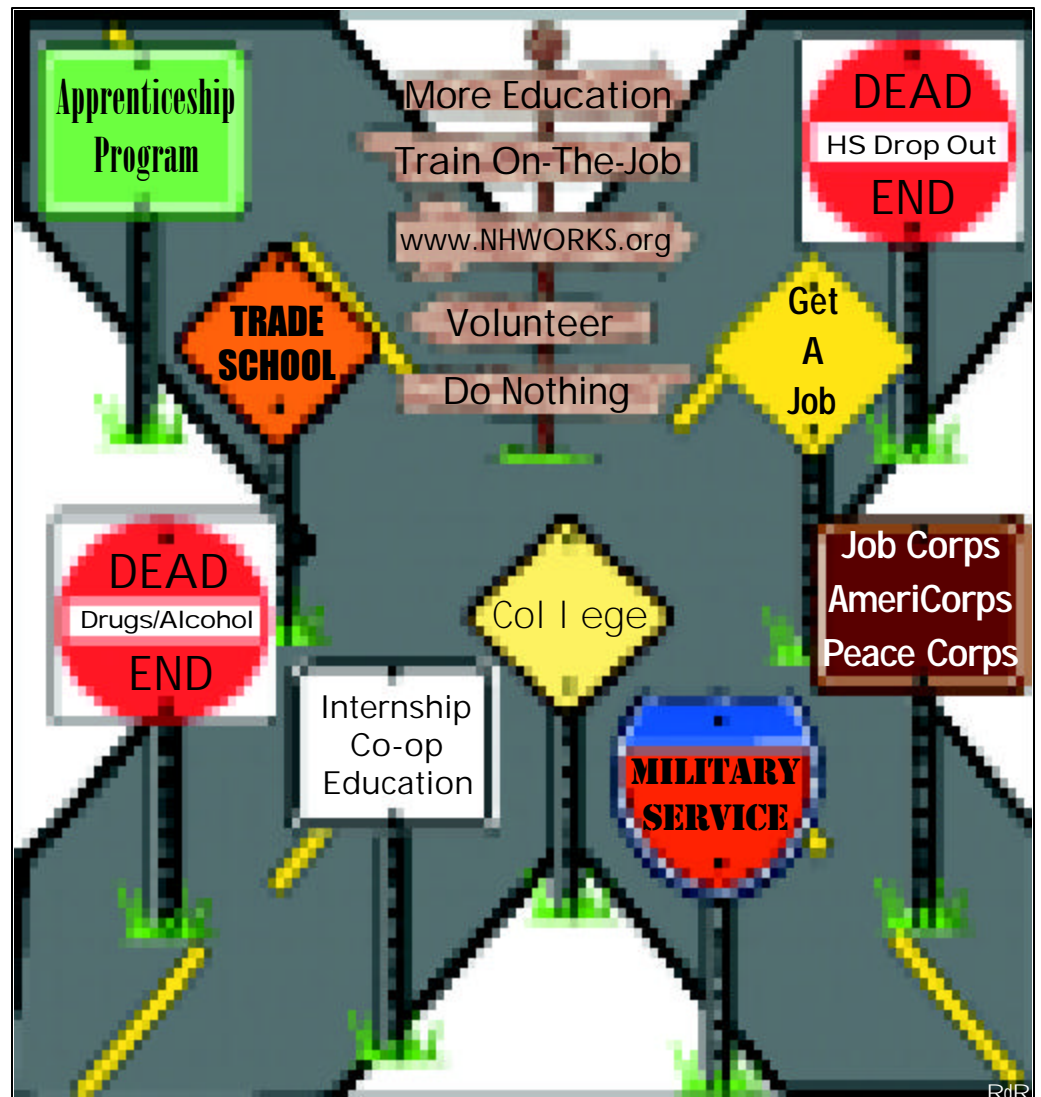
"When choosing a career, which way should I go?"

Student to Counselor:

"When choosing a career, which way should I go?"

Parent,  
Teacher, and  
Counselor to  
Student:

## What Direction Will You Take?



Only the student can answer the question.

But you can help with the process.

This guide has been designed to help you meet your needs as a teacher, counselor, or facilitator. The activities should help your students effectively explore the wide range of opportunities available to them.

The activities in this guide are designed to help your students incorporate the following areas into their career planning and decision-making process. How to:

- further explore their options,
- examine the labor market,
- understand their values and interests,
- assess their skills and abilities,
- understand they have options and choices available to them, and
- begin their career development research.

Use the activities in this guide to support these areas as well as to supplement your own activities. All activities may be used as presented or may be modified to better suit your needs.

The activities may be presented as they are or may be grouped together as a series especially when activities have overlapping subject matter.

Remember, Job Notes 2001 is only one source of information. Others should also be examined. You may also want to review various concepts such as self-assessment and skills identification prior to using some of the activities.

**NOTE:**

**WHILE THIS GUIDE PROVIDES YOU WITH SOME ACTIVITIES, WE KNOW IT CAN BE EVEN MORE COMPLETE WITH YOUR INPUT.**

**HELP US MAKE NEXT YEAR'S GUIDE EVEN MORE COMPLETE. PLEASE SEND US YOUR CLASSROOM ACTIVITIES.**

**Mail to :**            **NEW HAMPSHIRE CAREER RESOURCE NETWORK**  
ELMI, New Hampshire Employment Security  
32 South Main Street  
Concord, NH    03301

**OR, send an e-mail with it attached to:**

[rricker@nhes.state.nh.us](mailto:rricker@nhes.state.nh.us)

**CREDITS**

*Guide to Using Career Directions*, Canada Career Consortium, <[www.careerccc.org](http://www.careerccc.org)>

Transferable Skills, Rhode Island Career Anchor, 2000

New York State Dept. of Labor, Div. Of Research and Statistics, <<http://www.wdsny.org/visions/interpretations.htm>>

## How To Learn About Careers (A Quick Reference Guide)

If you are thinking about starting a career or finding a new one, you will want to research your options. Here are several ways to learn about occupations that interest you.

Identify people working in these careers and talk with them.

Research these careers in books and other reference materials that can be found in:

- Job Centers
- Public Libraries
- NH One-Stop Career Centers
- School and College Libraries
- Guidance Offices
- Internet Web Sites

Write to professional associations for more information. Names and addresses can be found in:

- Occupational Outlook Handbook
- The Complete Guide for Occupational Exploration

You can also use labor market information available from the Economic and Labor Market Information Bureau in career exploration and decision making.

Keep Job Notes handy, and refer to it often.

Visit work sites.

Find a related part-time job or volunteer opportunity.

For each occupation, find the following information:

- a brief description of the occupation and its daily tasks
- education/training required
- skills/interests required
- starting salary/salary range/benefits
- typical working hours
- tools/materials/machines used
- work environment(s)
- career ladder (opportunities for advancement)
- related occupations
- where to get more information

You can start by using The Career Table on page 11 of Job Notes 2001.

## Crossword Puzzle

Use this puzzle to help individuals start thinking about careers and the vast array of occupations available to them.

Outcomes: Generate interest in exploration of career options and identifying Job Notes 2001 and The Career Planning Table as excellent resources.

Competency II of National Career Development Guidelines: Skills to interact positively with others.

NHCG&CP: Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

NCDG Competency VI: Skills to locate, evaluate, and interpret career information; NHCG&CP: various.

Preparation: Activity will probably work best after being introduced to the Planning Table and some of the articles, however it can be done anytime. Using the crossword activity as your master, copy enough for your group. You may also copy enough of the master answer sheet as you need or use it to prepare an overhead or slide.

Hand out the crossword puzzle and have each person complete it. Teams could also work together to complete the puzzle. You could have this be a timed activity with the winner (person with most correct answers) receiving some small prize. This activity familiarizes participants with Job Notes and The Career Planning Table.

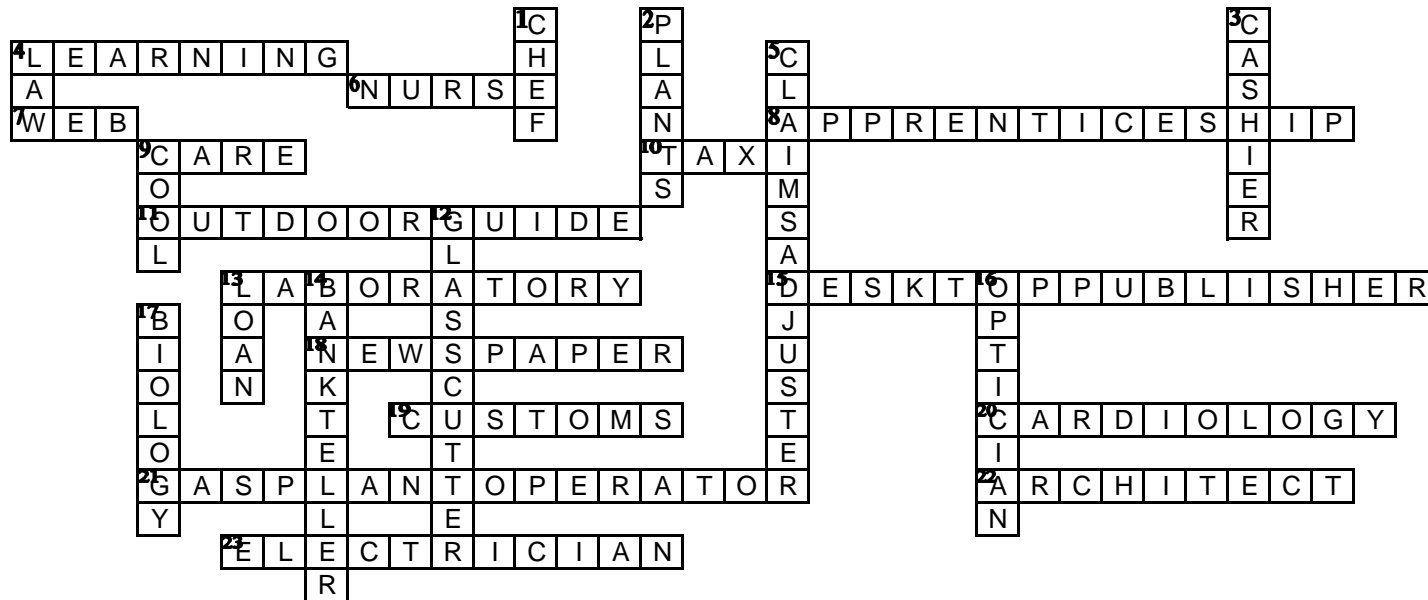
Debrief activity with a group discussion.

How did it go?

What did they discover/learn?

What surprises (if any) were there?

Was finding answers easy? Why/Why not



## ACROSS (Number of words in answer shown in parens)

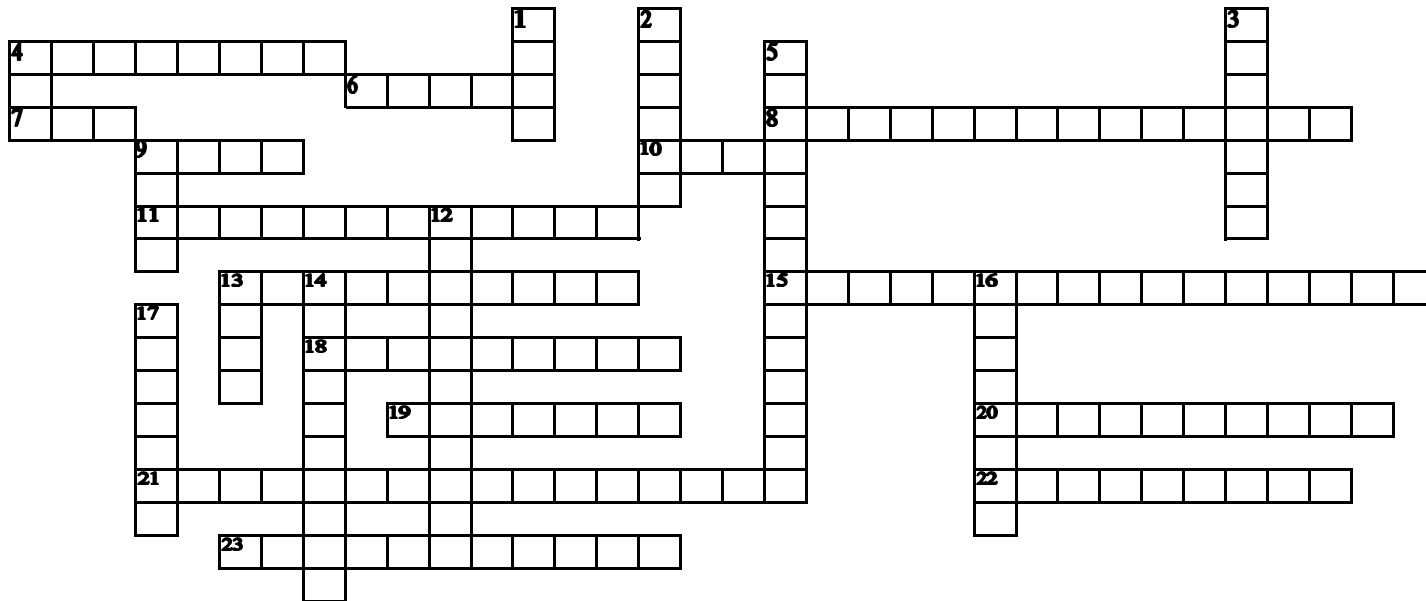
- 4 What must remain constant throughout your whole lifetime? (LEARNING)
- 7 You can do a lot of (#1's answer) when you use this appropriately.(WEB)
- 6 In the health care field, you need a license to be one in NH.(NURSE)
- 8 You can receive on-the-job training through the (APPRENTICESHIP) program.
- 9 As a home health aide, you will provide (CARE) for your clients.
- 10 Before becoming a chauffeur, you might spend a lot of time in this.(TAXI)
- 11 A strong interest in nature and activity may move you toward becoming a type of recreation worker known as (OUTDOOR GUIDE).
- 13 As a dental technician, you will spend a lot of time in a (LABORATORY).
- 15 This occupation we know as (DESKTOP PUBLISHER) is called Electronic Pagination System Operator in The Career Planning Table.
- 18 A local medium where you will find jobs available.(NEWSPAPER)
- 19 Working as a (CUSTOMS) inspector, you can be considered our first line of defense.
- 20 You will conduct tests on pulmonary systems as a (CARDIOLOGY) Technologist.
- 21 To be in this occupation, you must be mechanically inclined, conscientious, and safety-minded because you will be dealing with highly flammable and toxic substances.

(GAS PLANT OPERATOR)

- 22 If you enjoy planning and designing things and are investigative, artistic, and enterprising, you may want to become a (ARCHITECT).
- 23 You will deal with wires, fixtures, and control devices when working as an (ELECTRICIAN).

## DOWN (Number of words in answer shown in parens)

- 1 Working as a cook is an excellent step toward becoming a (CHEF).
- 2 A horticulturist works with these all the time.(PLANTS)
- 3 One responsibility you will have as a (CASHIER) will likely be to process credit card transactions.
- 4 To become a court officer, your studies should probably focus on (LAW).
- 5 If you become a (CLAIMS ADJUSTER), you will investigate insurance claims.
- 9 Refrigeration and Air Conditioning Mechanics have a (COOL) job.
- 12 This occupation deals with sharp materials.(GLASS CUTTER)
- 13 As a (LOAN) Officer, you will give financial advice and will have earned a bachelor degree.
- 14 If you choose this as your career, you will experience frequent withdrawals.(BANK TELLER)
- 16 See to it that you get a NH license or you can't practice as an (OPTICIAN).
- 17 To be a conservation officer, you should have taken courses in (BIOLOGY).



### ACROSS (Number of words in answer shown in parens)

- 4 What must remain constant throughout your whole lifetime? (1)
- 7 You can do a lot of (#1's answer) when you use this appropriately.(1)
- 6 In the health care field, you need a license to be one in NH.(1)
- 8 You can receive on-the-job training through the \_\_\_\_\_ program.(1)
- 9 As a home health aide, you will provide\_\_\_\_\_ for your clients.(1)
- 10 Before becoming a chauffeur, you might spend a lot of time in this.(1)
- 11 A strong interest in nature and activity may move you toward becoming a type of recreation worker known as\_\_\_\_\_.(2)
- 13 As a dental technician, you will spend a lot of time in a \_\_\_\_\_.(1)
- 15 This occupation we know as\_\_\_\_\_ is called Electronic Pagination System Operator in The Career Planning Table.(1)
- 18 A local medium where you will find jobs available.(1)
- 19 Working as a \_\_\_\_\_ inspector, you can be considered our first line of defense.(1)
- 20 You will conduct tests on pulmonary systems as an\_\_\_\_\_ Technologist.(1)
- 21 To be in this occupation, you must be mechanically inclined, conscientious, and safety-minded because you will be dealing with highly flammable and toxic substances.(3)

- 22 If you enjoy planning and designing things and are investigative, artistic, and enterprising, you may want to become a\_\_\_\_\_.(1)
- 23 You will deal with wires, fixtures, and control devices when working as an\_\_\_\_\_.(1)

### DOWN (Number of words in answer shown in parens)

- 1 Working as a cook is an excellent step toward becoming a \_\_\_\_\_.(1)
- 2 A horticulturist works with these all the time.(1)
- 3 One responsibility you will have as a \_\_\_\_\_ will likely be to process credit card transactions.
- 4 To become a court officer, your studies should probably focus on \_\_\_\_\_.(1)
- 5 If you become a\_\_\_\_\_, you will investigate insurance claims.(2)
- 9 Refrigeration and Air Conditioning Mechanics have a \_\_\_\_\_ job.(1)
- 12 This occupation deals with sharp materials.(2)
- 13 As a \_\_\_\_\_ Officer, you will give financial advice and will have earned a bachelor degree.
- 14 If you choose this as your career, you will experience frequent withdrawals.(2)
- 16 See to it that you get a NH license or you can't practice as a \_\_\_\_\_.(1)
- 17 To be a conservation officer, you should have taken courses in\_\_\_\_\_.(1)

## Explore Options – Mix ‘n’ Match

Use this activity to help individuals learn about occupation titles and descriptions/definitions and develop a better understanding of work fields (Interest Area). It asks individuals to match occupation titles to their descriptions and fields of work using Job Notes 2001 and The Career Planning Table.

**Outcomes:** A better understanding of the variety of occupations out there and available. Participants should also be able to begin to explain advantages of focusing on different sectors or work fields rather than one single occupation.

Competency II of National Career Development Guidelines: Skills to interact positively with others.

NHCG&CP: Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

Competency IV, National Career Development Guidelines: demonstrating how to apply academic and vocational skills toward achieving personal goals.

NHCG&CP: Define personal interests, aptitudes, and qualifications required for careers in which participants are interested.

NCDG Competency VI: Skills to locate, evaluate, and interpret career information; NHCG&CP: Describe educational requirements of various occupations.

**Preparation:** Be sure each person has copy of Job Notes and the Career Planning Table. Also, using the worksheet master, copy enough for your group. You may also want to prepare an overhead or slide to aid in your follow-up group discussion.

Hand out the worksheet and have each participant complete it. Explain they are to match the occupation title to its proper description and identify the field of work it fits into. Point out to your group that occupation titles might be different than they appear in the planning table (see answer sheet). You could have this be a timed activity with the winner (person with most correct answers) receiving some small prize. This activity familiarizes participants with Job Notes and The Career Planning Table.

**NOTE:** Fields of Work (Interests) - Identified in the Career Planning Table as an Icon to the far right of each occupation’s description. The Key for these Icons is located on the bottom right of the first page in a box entitled “Basic Skills and Interests”.

Debrief activity with a group discussion.

How did it go?

What advantages are there to group occupations into work fields?

What did they discover/learn?

What surprises (if any) were there?

Was finding answers easy? Why/Why not

What occupations would anyone like to know more about?

Refer them to the Occupational Outlook Guide (Guidance Office should have one.) or the following Internet sites: <http://www.nhes.state.nh.us/lmipage.htm>,  
<http://nhetwork.nhes.state.nh.us/nhetwork/>

## Explore Options - Mix 'n' Match (Worksheet)

Match the following occupation to their definitions & identify the field of work (Interest Area) to which they belong.

Field of Work (Interest)	Occupation (OES Code)	Definition
_____	1) Foundry Worker (91914)	_____ Controls a process for treating water/liquid waste.
_____	2) Veterinary Inspector (32114)	_____ Examines business issues impacting computer application
_____	3) Medical Records Technician (32911)	_____ Reviews and evaluates insurance applications.
_____	4) Brickmason (87302)	_____ Prepares molds for pouring.
_____	5) Buyer (21302)	_____ Authorizes and controls aircraft movement for safety.
_____	6) Electronics Repairer (85717)	_____ Insures quality of facilities and service.
_____	7) Wastewater Treatment Plant Oper (95002)	_____ Helps to build bridges, water systems, roadways, etc.
_____	8) Editor (34002)	_____ Provides advice on cancellations, new issues, etc.
_____	9) Corrective Therapy Assistant (66017)	_____ Provides technical assistance/training to system users.
_____	10) Desktop Publisher (89707)	_____ Oversees operation and helps get publication to market.
_____	11) Social Worker (27305)	_____ Constructs/repairs structures w/tile, concrete, etc.
_____	12) Insurance Agent Recruiter (21505)	_____ Purchases materials and products for resale.
_____	13) Civil Engineer (22121)	_____ Diagnose and treats animals.
_____	14) Maitre d'hotel (65002)	_____ Repairs equip such as radar, transmitters, missile control systems, telemetering, etc.
_____	15) Computer Support Specialist (25104)	_____ Compiles/maintains records of hospital/clinic patients
_____	16) Insurance Underwriter (21102)	_____ Administers therapy such as massage, traction, etc.
_____	17) Special Events Coordinator (27311)	_____ Works with individuals, families, and groups.
_____	18) Systems Analyst (25102)	_____ Develops computer generated publication pages.
_____	19) Air Traffic Controller (39002)	_____ Coordinates sports shows, hiking trips, etc.
_____	20) Detective/Investigator (63035)	_____ Detects theft, shoplifting, and other unlawful practices

Fields of Work (Interest Areas):

- 1) Arts, Entertainment, and Media
- 2) Science, Math, and Engineering
- 3) Business Detail
- 4) Plants and Animals
- 5) Mechanics, Installers, and Repairers
- 6) Law, Enforcement, and Public Safety
- 7) Construction, Mining, and Drilling

- 8) Transportation
- 9) Industrial Production
- 10) Sales and Marketing
- 11) Recreation, Travel, and Personal Services
- 12) Education and Social Services
- 13) General Management and Support
- 14) Medical and Health Services



## Explore Options - Mix 'n' Match (Answer Sheet)

Match the following occupation to their description & identify the field (Interest Area) of work to which they belong.

Field of Work ( <b>Interest</b> )	Occupation (OES Code) *(Occ title as it appears in planning table if different.)	Brief Description
<u>Industrial Production</u>	1) Foundry Worker (91914)	<u>#7</u> Controls a process for treating water/liquid waste.
<u>Plants &amp; Animals</u>	2) Veterinary Inspector (32114) (Veterinarian/Veterinary Inspector)	<u>#18</u> Examines business issues impacting computer applications.
<u>Business Detail</u>	3) Medical Records Technician (32911)	<u>#16</u> Reviews and evaluates insurance applications.
<u>Const, Mining &amp; Drilling</u>	4) Brickmason (87302)	<u>#1</u> Prepares molds for pouring.
<u>General Mgt &amp; Support</u>	5) Buyer (21302) (Wholesale and Retail Buyer)	<u>#19</u> Authorizes and controls aircraft movement to ensure safety.
<u>Mechs, Installers, Repairers</u>	6) Electronics Repairer (85717) (Electronics Repairers, Comm. & Industrial Equipment)	<u>#14</u> Insures quality of facilities and service.
<u>Industrial Production</u>	7) Wastewater Treatment Plant Oper (95002) (Water and Liquid Waste Treatment Plant Operator)	<u>#13</u> Helps to build bridges, water systems, roadways, etc.
<u>Arts, Entertainment &amp; Media</u>	8) Editor (34002) (Writers and Editors)	<u>#12</u> Provides advice on cancellations, new issues, etc.
<u>Medical &amp; Health Services</u>	9) Corrective Therapy Assistant (66017) (Physical and Corrective Therapy Asst)	<u>#15</u> Provides technical assistance/training to system users.
<u>Arts, Entertainment &amp; Media</u>	10) Desktop Publisher (89707) (Electronic Pagination Sys Operator)	<u>#8</u> Oversees operation and helps get publication to market.
<u>Education &amp; Soc Services</u>	11) Social Worker (27305) (Soc Worker, Except Medical and Pshychiatric)	<u>#4</u> Constructs/repairs structures w/tile, concrete, etc.
<u>Sales &amp; Marketing</u>	12) Insurance Agent Recruiter (21505) (Special Agents, Insurance)	<u>#5</u> Purchases materials and products for resale.
<u>Science, Math &amp; Enginr'g</u>	13) Civil Engineer (22121)	<u>#2</u> Diagnose and treats animals.
<u>Rec, Travel, &amp; Personal Servs</u>	14) Maitre d'hotel (65002) (Hosts and Hostesses, Restaurant, Lounge, or...)	<u>#6</u> Repairs equip such as radar, transmitters, missile control, telemetering, etc
<u>Science, Math &amp; Enginr'g</u>	15) Computer Support Specialist (25104)	<u>#3</u> Compiles/maintains records of hospital/clinic patients
<u>General Mgt &amp; Support</u>	16) Insurance Underwriter (21102)	<u>#9</u> Administers therapy such as massage, traction, etc.
<u>Rec, Travel, &amp; Personal Servs</u>	17) Special Events Coordinator (27311) (Recreation Worker)	<u>#11</u> Works with individuals, families, and groups.
<u>Science, Math &amp; Enginr'g</u>	18) Systems Analyst (25102) (Sys Analyst, Electronic Data Processing)	<u>#10</u> Develops computer generated publication pages.
<u>Transportation</u>	19) Air Traffic Controller (39002)	<u>#17</u> Coordinates sports shows, hiking trips, etc.
<u>Law &amp; Pub Safety</u>	20) Detective/Investigator (63035)	<u>#20</u> Detects theft, shoplifting, and other unlawful practices

Fields of Work (Interest Areas):

- 1) Arts, Entertainment, and Media
- 2) Science, Math, and Engineering
- 3) Business Detail
- 4) Plants and Animals
- 5) Mechanics, Installers, and Repairers
- 6) Law, Enforcement, and Public Safety
- 7) Construction, Mining, and Drilling

- 8) Transportation
- 9) Industrial Production
- 10) Sales and Marketing
- 11) Recreation, Travel, and Personal Services
- 12) Education and Social Services
- 13) General Management and Support
- 14) Medical and Health Services

## Explore Options - Mix 'n' Match (Worksheet)

Match the following occupation to their definitions & identify the field of work to which they belong.

Field of Work	Occupation (OES Code)	Definition
_____	1) Foundry Worker (91914)	_____ Controls a process for treating water/liquid waste.
_____	2) Veterinary Inspector (32114)	_____ Examines business issues impacting computer application
_____	3) Lawn Service Manager (15032)	_____ Reviews and evaluates insurance applications.
_____	4) Brickmason (87302)	_____ Prepares molds for pouring.
_____	5) Buyer (21302)	_____ Authorizes and controls aircraft movement for safety.
_____	6) Claims Examiner (53302)	_____ Insures quality of facilities and service.
_____	7) Wastewater Treatment Plant Oper (95002)	_____ Helps to build bridges, water systems, roadways, etc.
_____	8) Editor (34002)	_____ Provides group and individual guidance services.
_____	9) Corrective Therapy Assistant (66017)	_____ Provides technical assistance/training to system users.
_____	10) Desktop Publisher (89707)	_____ Oversees operation and helps get publication to market.
_____	11) Social Worker (27305)	_____ Constructs/repairs structures w/tile, concrete, etc.
_____	12) Counselor (31514)	_____ Purchases materials and products for resale.
_____	13) Civil Engineer (22121)	_____ Diagnose and treats animals.
_____	14) Maitre d'hotel (65002)	_____ Investigates, analyzes & checks liability to settle claims.
_____	15) Computer Support Specialist (25104)	_____ Directs workers who prune trees, cultivate lawns, etc.
_____	16) Insurance Underwriter (21102)	_____ Administers therapy such as massage, traction, etc.
_____	17) Special Events Coordinator (27311)	_____ Works with individuals, families, and groups.
_____	18) Systems Analyst (25102)	_____ Develops computer generated publication pages.
_____	19) Air Traffic Controller (39002)	_____ Coordinates sports shows, hiking trips, etc.
_____	20) Detective/Investigator (63035)	_____ Detects theft, shoplifting, and other unlawful practices

Fields of Work (**Clusters**) :

(As determined by US Dept of Education)

- 1) Agriculture & Natural Resources
- 2) Health Science
- 3) Business & Administration
- 4) Arts, A / V Technology & Communications
- 5) Science, Math & Engineering
- 6) Manufacturing
- 7) Hospitality & Tourism
- 8) Architecture & Construction

- 9) Retail/Wholesale Sales & Services
- 10) Education & Training
- 11) Finance
- 12) Government & Public Administration
- 13) Information Technology
- 14) Human Services
- 15) Law & Public Safety
- 16) Transportation, Distribution & Logistics

## Explore Options - Mix 'n' Match (Answer Sheet)

Match the following occupation to their description & identify the field of work (**cluster**) to which they belong.

Field of Work ( <b>Cluster</b> )	Occupation (OES Code) *(Occ title as it appears in planning table if different.)	Brief Description
<u>Manufacturing</u>	1) Foundry Worker (91914)	<u>#7</u> Controls a process for treating water/liquid waste.
<u>Health Science</u>	2) Veterinary Inspector (32114) (Veterinarian/Veterinary Inspector)	<u>#18</u> Examines business issues impacting computer applications.
<u>Agriculture &amp; Nat Resources</u>	3) Lawn Service Manager (15032)	<u>#16</u> Reviews and evaluates insurance applications.
<u>Architec &amp; Construction</u>	4) Brickmason (87302)	<u>#1</u> Prepares molds for pouring.
<u>Ret/Whol Sales/Serv</u>	5) Buyer (21302) (Wholesale and Retail Buyer)	<u>#19</u> Authorizes and controls aircraft movement to ensure safety.
<u>Finance</u>	6) Claims Examiner (53302) (Insurance Adjuster, Examiner, and Investigator)	<u>#14</u> Insures quality of facilities and service.
<u>Govt &amp; Public Admin</u>	7) Wastewater Treatment Plant Oper (95002) (Water and Liquid Waste Treatment Plant Operator)	<u>#13</u> Helps to build bridges, water systems, roadways, etc.
<u>Arts, A / V Tech &amp; Comm</u>	8) Editor (34002) (Writers and Editors)	<u>#12</u> Provides group and individual guidance services.
<u>Health Science</u>	9) Corrective Therapy Assistant (66017) (Physical and Corrective Therapy Asst)	<u>#15</u> Provides technical assistance/training to system users.
<u>Information Technology</u>	10) Desktop Publisher (89707) (Electronic Pagination Sys Operator)	<u>#8</u> Oversees operation and helps get publication to market.
<u>Human Services</u>	11) Social Worker (27305) (Soc Worker, Except Medical and Pshychiatric)	<u>#4</u> Constructs/repairs structures w/tile, concrete, etc.
<u>Education &amp; Training</u>	12) Counselor (31514) (Vocational & Educational Counselor)	<u>#5</u> Purchases materials and products for resale.
<u>Sci Research &amp; Engin'g</u>	13) Civil Engineer (22121)	<u>#2</u> Diagnose and treats animals.
<u>Hospitality &amp; Tourism</u>	14) Maitre d'hotel (65002) (Hosts and Hostesses, Restaurant, Lounge, or...)	<u>#6</u> Investigates, analyzes & checks liability to settle claims.
<u>Information Technology</u>	15) Computer Support Specialist (25104)	<u>#3</u> Directs workers who prune trees, cultivate lawns, etc.
<u>Business &amp; Admin</u>	16) Insurance Underwriter (21102)	<u>#9</u> Administers therapy such as massage, traction, etc.
<u>Hospitality &amp; Tourism</u>	17) Special Events Coordinator (27311) (Recreation Worker)	<u>#11</u> Works with individuals, families, and groups.
<u>Information Technology</u>	18) Systems Analyst (25102) (Sys Analyst, Electronic Data Processing)	<u>#10</u> Develops computer generated publication pages.
<u>Transport, Dist &amp; Logistics</u>	19) Air Traffic Controller (39002)	<u>#17</u> Coordinates sports shows, hiking trips, etc.
<u>Law &amp; Pub Safety</u>	20) Detective/Investigator (63035)	<u>#20</u> Detects theft, shoplifting, and other unlawful practices

### Fields of Work (**Clusters**) :

(As determined by US Dept of Education)

- 1) Agriculture & Natural Resources
- 2) Health Science
- 3) Business & Administration
- 4) Arts, A / V Technology & Communications
- 5) Science, Math & Engineering
- 6) Manufacturing
- 7) Hospitality & Tourism
- 8) Architecture & Construction

- 9) Retail/Wholesale Sales & Services
- 10) Education & Training
- 11) Finance
- 12) Government & Public Administration
- 13) Information Technology
- 14) Human Services
- 15) Law & Public Safety
- 16) Transportation, Distribution & Logistics

## Transferable Skills

Use this activity to help individuals explore and learn about their skills and how they might apply to their own career development.

Outcomes: Participants will have a better knowledge and understanding of the variety of transferable skills and their own strengths and weaknesses as well as avenues for improving on them.

Competency I, National Career Development Guidelines (NCDG): Understanding the influence of a positive self-concept by identifying and appreciating personal interests, abilities, and skills. New Hampshire Career Guidance & Counseling Program (NHCG&CP): Being able to identify and describe their strengths and abilities as they relate to other activities.

Competency II of National Career Development Guidelines: Skills to interact positively with others. NHCG&CP: Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

Competency IV, National Career Development Guidelines: demonstrating how to apply academic and vocational skills toward achieving personal goals; further demonstrating transferable skills that can apply to a variety of occupational requirements. NHCG&CP: Define personal interests, aptitudes, and qualifications required for careers in which participants are interested.

NCDG Competency VI: Skills to locate, evaluate, and interpret career information; NHCG&CP: Describe educational requirements of various occupations.

Pre-work: Have your group read from the following articles in Job Notes 2001. (*Be sure you select one not yet assigned.*)

Your Future Has Begin	Page 3
What Should I Do	Page 4
What Do You See	Page 5

Preparation: Be sure each individual has their copy of Job Notes 2001, page 28 or, using the master, copy enough for your group. If using the worksheet right out of the newspaper, ask them to slide it over page 29 so the Skills, Skills, Skills list will not be available to them until after they are done. The Skills, Skills, Skills list is also provided as a master for your use. You may also want to prepare overheads or slides to aid in your follow-up group discussion.

Prior to having participants complete the worksheet, have a brief discussion about work skills required in today's environment. Explain that everybody has strengths and weaknesses. Emphasize it is important for all of us to first recognize that we all have both strong points AND weak points. Once we do, we will be in a much better place for understanding what we're good at (thus don't need as much help) and what we're not as good at, and will need some help with (NOT A CRIME!).

IMPORTANT:

*The most successful people in this world recognize  
they ARE NOT the expert in every subject  
so they get help from others when they need it.*

At this point, it would aid the participant's understanding to give an example of one of your past (or current) weaknesses and what was done to improve upon it.

Hand out the worksheet or have participants open Job Notes 2001 to page 28 (remembering to have them hide Skills, Skills, Skills on page 29) and have each person complete the worksheet explaining that the list you are passing out contains vital working skills. Ask them to read each skill carefully and circle S if they feel they are strong in that skill area or circle N if they're not so strong in that area and need to work on it. This is not a test and they will not be graded. It will just provide them with valuable information for making more informed decisions and choices in the journey toward developing their career. They should look to page 29 for the Skills, Skills, Skills list once they have completed the worksheet. (Remember, this list is also provided as a master for you to copy if necessary.)

Debrief activity with a group discussion.

How did it go?

What did they discover/learn?

What surprises (if any) were there?

Why is it important to know these? Or isn't it?

## Transferable Skills

Everybody has STRENGTHS and WEAKNESSES. What is important is to first recognize that. Once you do, you'll be in a much better place for understanding what you're good at (thus don't need as much help) and what you're not as good at, so you WILL need some help (NOT A CRIME!).

*The most successful people in this world recognize  
they ARE NOT the expert in every subject  
so they get help from others when they need it.*

The following list contains vital working skills. Read each skill carefully and circle S if you feel you are strong in that skill area or circle N if you're not so strong in that area and need to work on it. Do not fill in the priority column until you have finished.

			Priority
S	COMMUNICATION	N	_____
I present information well when writing or speaking.			
S	TEAMWORK	N	_____
I'm cooperative, appreciate other people's ideas, and know how to work towards achieving the goals of the group. I'm friendly and think positively.			
S	TIME MANAGEMENT	N	_____
I'm good at scheduling my work and setting goals. I get my papers and my projects in on time.			
S	PROBLEM SOLVING	N	_____
I enjoy defing problems and figuring out solutions.			
S	ORGANIZATION	N	_____
I'm an orderly person. I manage my schoolwork and personal life and always plan ahead.			
S	LEARNING	N	_____
I'm a curious person and when I want to know something, I can figure out how to research the information.			
S	COMPUTER	N	_____
I can work on a computer and use software programs such as word processors, spreadsheets, and databases, and perform searches on the internet.			
S	LISTENING	N	_____
I follow directions well and understand what other people say.			
S	CREATIVITY	N	_____
I like to think up new ideas and new ways to meet my goals.			
S	LEADERSHIP	N	_____
I'm positive and know how to motivate people to meet goals. I can assign and coordinate projects.			
S	PLANNING	N	_____
I'm good at identifying short- and long-term goals and devising action plans to achieve those goals.			

Now, take a look back at the checklist. What were the personal strengths you selected? Whatever they were, take just one more minute to prioritize them in number order from 1 to 10 with the "1" being best.

Write in the top three:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Congratulations, these are your three strongest strengths. You'll want to always improve on them, but these don't need immediate attention.

You might want to put a little extra effort into all the remaining skills, especially those with an N. See listing entitled Skills, Skills, Skills-How Do I...? The list will help you with ideas on how to strengthen and build on those transferable skills.

You don't want to lose sight of everything in between. All of these skills will come in handy at some point or another in your future. So, try coming back to this list and do it again later.

Source: Rhode Island Career Anchor, 2000

## Skills, Skills, Skills - How Do I...?

How do I get skilled in:	By:	Courses/Activities that could help:
Communication?	giving class presentations, reading articles and books, writing essays, writing short stories and poetry	English/Creative Writing, languages, History, Art, student council, school newspaper, yearbook, debating club
Teamwork?	getting along with your friends, working with others on projects.	Social Studies, Science, Physical Education, Music, clubs, student council, team sports, band
Time Management?	doing homework, meeting project deadlines, scheduling your day, getting to school/class on time.	All courses/activities including: English Math, Science, school newspaper, school & community clubs
Problem-solving?	analyzing information, understanding the problem, defining the problem, exploring solutions, applying the results.	Science, Math, Business, Social Studies, student council
Organization?	taking notes, following written and oral instructions, keeping binders of information, following a schedule, setting priorities	Balancing free time, study time, and extracurricular activities, school newspaper, other school clubs
Learning?	asking questions, reading information, using the library, researching information, joining activities and clubs, trying new things, meeting new people	All courses & activities including: Physical Education, clubs and teams, student council
Computer?	learning how to keyboard(type), learning word processing and database software, learning about e-mail and the internet	Math, Science, Business
Listening?	attending classes, going to lectures, taking notes, visualizing what you hear, comprehending information	All courses & activities including: Art, Science, Drama, Math, Music
Creativity?	learning how others have been creative, using your imagination, trying new ways of doing things, looking at issues from different points of view	English, languages, Art, Music, Science, Drama, band
Leadership?	leading projects, being on sports teams, volunteering as a peer helper (tutor)	Team sports, school & community clubs, peer counseling programs

## Transferable Skills (Follow-up Team Activity)

Use this activity to help individuals further explore and learn about their skills and how they might apply to their own career development.

**Outcomes:** Participants will have a better knowledge and understanding of the variety of transferable skills and their own strengths and weaknesses as well as avenues for improving on them. They will also be able to list and compare several occupations and the basic skills each requires.

**Competency I, National Career Development Guidelines (NCDG):** Understanding the influence of a positive self-concept by identifying and appreciating personal interests, abilities, and skills. **New Hampshire Career Guidance & Counseling Program (NHCG&CP):** Being able to identify and describe their strengths and abilities as they relate to other activities.

**Competency II of National Career Development Guidelines:** Skills to interact positively with others. **NHCG&CP:** Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

**Competency IV, National Career Development Guidelines:** demonstrating how to apply academic and vocational skills toward achieving personal goals. **NHCG&CP:** Define personal interests, aptitudes, and qualifications required for careers in which participants are interested. **NCDG Competency VI:** Skills to locate, evaluate, and interpret career information; **NHCG&CP:** Describe educational requirements of various occupations.

**Preparation:** Be sure each individual has a blank copy of the Transferable Skills worksheet from Job Notes 2001, page 28 (they may use their completed copy if they do not mind sharing their strengths/weaknesses although it is not necessary for this activity). You may also want to prepare overheads or slides to make a brief summary of what participants have learned about transferable skills and to aid in a follow-up group discussion.

Prior to having participants break into teams, have a brief review of the work skills required in today's environment. Remind them that they each have strengths and weaknesses and it is important for all of us to first recognize that we all have both strong points AND weak points. Once we do, we will be in a much better place for understanding what we're good at (thus don't need as much help) and what we're not as good at, and will need some help with (NOT A CRIME!).

REMINDER: *The most successful people in this world recognize  
they ARE NOT the expert in every subject  
so they get help from others when they need it.*

Break the large group up into smaller teams and explain that each group will be responsible for two or more of each transferable skill (Group the skills based on the size of your group). In their team they are to find as many occupations as they can that require the skills they are responsible for. (The Skills, Skills, Skills list is also provided as a master for your use and can be used if needed for the group.) You may also want to prepare overheads or slides to aid in your follow-up group discussion. While the teams should use Job Notes as a main source of information, they should not be limited to it. You should time the activity based on your own allotment of time. The team that presents the most occupations (with ALL data required) wins (you should try to provide some form of prize if possible).

They will need to make a brief report to the larger group of their findings. Each team should report as a minimum:

- Occupation
- Basic Skill(s) required
- How skill relates to occupation/Why
- At least one way skill can be gained
- Education Required
- Other

Debrief activity with a group discussion (may do this while each team makes its report).

- How did it go?
- What did they discover/learn?
- What surprises (if any) were there?
- Why is it important to know these? Or isn't it?

## **Transferable Skills**

*(Team Activity)*

Review: Everybody has STRENGTHS and WEAKNESSES. What is important is to first recognize that. Once you do, you'll be in a much better place for understanding what you're good at (thus don't need as much help) and what you're not as good at, so you WILL need some help (NOT A CRIME!).

*The most successful people in this world recognize  
they ARE NOT the expert in every subject  
so they get help from others when they need it.*

The following list contains vital working skills. Read each skill carefully and determine what occupations might require it.

### COMMUNICATION

Need to present information well when writing or speaking.

### TEAMWORK

Necessary to be cooperative, appreciate other people's ideas, and know how to work towards achieving the goals of the group. Be friendly and think positively.

### TIME MANAGEMENT

Good at scheduling work and setting goals. Get papers and projects in on time.

### PROBLEM SOLVING

Enjoy defining problems and figuring out solutions.

### ORGANIZATION

Orderlyness. Manages school/work and personal life and always plans ahead.

### LEARNING

Curious and want to know something, can figure out how to research the information.

### COMPUTER

Can work on a computer and use software programs such as word processors, spreadsheets, and databases, and perform searches on the internet.

### LISTENING

Follows directions well and understands what other people say.

### CREATIVITY

Think up new ideas and new ways to meet goals.

### LEADERSHIP

Is positive and knows how to motivate people to meet goals and can assign and coordinate projects.

### PLANNING

Can identify short- and long-term goals and devise action plans to achieve those goals.



## Job Shadowing

Use this activity to help individuals gather occupational information. This will help them further explore and learn about their skills as they relate to a specific occupation and how they might apply to their own career development.

Outcomes: Participants will explore a job that interests them by job shadowing a professional on the job, gaining a better knowledge and understanding of the techniques for job shadowing.

Competency I, National Career Development Guidelines (NCDG): Understanding the influence of a positive self-concept by demonstrating an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Competency VI, NCDG: Skills to locate, evaluate, and interpret career information by identifying individuals in selected occupations as possible information resources, role models, or mentors; NHCG&CP: Describe educational requirements of various occupations.

Pre-work: Have your group read sections from the following articles in Job Notes 2001. *(If you have already assigned these previously, tell them this will be a good review.)*

Your Future Has Begin, Choose Your Path section	Page 3
Career Planning...Where Do I Begin, Personal Contacts paragraph	Page 4
Article: Time To Start Thinking About A Career?	Page 27

Preparation: Be sure each individual has their copy of Job Notes 2001 for reading the articles as well as to help select an occupation(s) to shadow from the Career Planning Table. The What's of Interest To You and/or Transferable Skills activities are suggested prerequisites to this activity. Having an understanding of their interests will aid participants in selecting a job(s) that they can shadow. If already completed, you should briefly review.

The Skills, Skills, Skills list from page 29 of Job Notes could also be reviewed to aid participants in their job shadow interview. You may also want to prepare overheads or slides to aid in your follow-up group discussion.

Conduct an open discussion with participants to overview job shadowing. (Asking the group what the assigned articles have to do with job shadowing can be a good starter.)

Explain that most of them probably know what their interests (likes/dislikes) are. Ask them if they can match those with a career. Some will likely already know what they want to do.

Once they know what job/career they want ask them how they can find out if they really would like doing that job. Responses will likely include things like: Job Notes, research, library, actually do the job

Ask if anyone knows or has heard of job shadowing.

Ask participant to tell group what it is or briefly explain what it is

Points to make:

Job Shadowing is just what it says. YOU become someone's shadow for a day, half-day, few hours, or what is available/prearranged.

You will spend time with someone in a job of your liking, your interested in.

As you observe what they do you are actually experiencing a little of what it is like to have that job.

Explain to participants that this is one of the best ways, short of actually having the job, of getting a good idea of what your career choice is all about.

At this point, it would aid the participant's understanding to give an example of someone who has had a job shadow experience and how it went.

Conduct a discussion about what can be learned in a job shadow experience.

(See Job Shadow Questions master. You may want to make an overhead/slide to use during your discussion.)

Now that the participants have a good idea about what it is, talk about how they select a job shadow candidate and where to find information.

Career Planning Table-Their interests/transferable skills can help them decide.

List of alumni from the school, local Chamber of Commerce, Yellow Pages,

Participants can also go to <http://nhnetwork.nhes.state.nh.us/nhnetwork/> on the internet to find a specific local employer that is in their area of interest.

Friends, family, teacher, guidance counselor/advisor

# ***Job Shadow Questionnaire***

*Directions: Use questionnaire to help you in your interview. It will direct you to the information you want to know.  
Begin your job shadow with introductions.*

## QUESTIONS:

1. What do you actually do on a daily basis?
2. What skills do you need to do this job (use most frequently)?
3. Why did you choose this career?
4. 

a. What things (tasks/duties/responsibilities) do you like the most about what you do?	b. What things (tasks/duties/responsibilities) do you like the least about what you do?
--	---
5. What high school courses were most useful to you for this career?
6. What courses/training have you had? Any more useful than others?
7. What path did you follow to be in this career/job? (ie: college, military, tech school, apprenticeship, on-the-job training, etc)
8. What kind of lifestyle is associated with doing what you do? (ie: overtime, evenings, weekends, travel, layoffs, part-time, full-time)

9. Does the salary support the kind of lifestyle you want?

10. What are the chances for advancement in this position?

11. What are the physical requirements of the job?

12. How much of your job requires that you work with a computer in some form/fashion? Could you explain how?

13. Do you work with machines, people, or both?

14. What is the most important thing you have learned in this job?

15. What advice can you give me to ensure my success in this career field?

Student's overall reactions to the shadow experience here: *(What did you learn about yourself regarding the career? How does it relate to your interests, skills, values, etc? What are your next steps?)*

At this point, you'll want to assign the activity and pass out the Job Shadow Questions worksheet. Explain they have a certain period of time to accomplish the shadow experience and complete the worksheet. Once they have completed the worksheet, they should write up a brief report of their experience using the worksheet to work from. Give participants a few minutes to look over the questionnaire then answer any questions they might have.

If time allows you may also want to have all participants go to *Job Notes*, page 26, and read the article *So, What Do You Say When The Interviewer Asks, "Do You Have Any Questions?"* While the individual that participants will be shadowing is not an interviewer, most of the questions are relevant to a job shadowing experience. Have a brief discussion pointing out those questions that could be useful in addition to those on the questionnaire.

A thank-you letter should also be written. This provides an excellent opportunity for a discussion of writing skills.

In lieu of passing in the completed papers you could debrief activity with a group discussion. You may have participants use the questionnaire worksheet to refer to during this discussion.

- How did it go?

- What did they discover/learn?

- What surprises (if any) were there?

- Why is it important to know these?

## Job Shadow Role Play

This activity is very much like the job shadowing activity except here, the students role play versus actually going to a job site. This could be used as a practice for the real thing. As in the real shadow activity, this activity will help individuals gather information about a particular occupation. This will help them further explore and learn about their skills as they relate to a specific occupation and how they might apply to their own career development.

Outcomes: Participants will practice job shadowing and explore an occupation by participating in a role play job shadowing of a professional on the job, gaining a better knowledge and understanding of the techniques for job shadowing.

Competency I, National Career Development Guidelines (NCDG): Understanding the influence of a positive self-concept by demonstrating an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Competency VI, NCDG: Skills to locate, evaluate, and interpret career information by identifying individuals in selected occupations as possible information resources, role models, or mentors; NHCG&CP: Describe educational requirements of various occupations.

Pre-work: Have your group read any one article from the following articles in Job Notes 2001. *(If you have already assigned these previously, they should select one not already read. If all have been read, they should re-read one as a review.)*

Your Future Has Begin, Choose Your Path section	Page 3
Career Planning...Where Do I Begin, Personal Contacts paragraph	Page 4
Article: Time To Start Thinking About A Career?	Page 27

Preparation: Be sure each individual has their copy of Job Notes 2001 for reading the articles as well as to help select an occupation(s) to shadow from the Career Planning Table.

Conduct an open discussion with participants to overview job shadowing. (Asking the group what the assigned articles have to do with job shadowing can be a good starter.)

Explain that most of them probably know what their interests (likes/dislikes) are. Ask them if they can match those with a career. Some will likely already know what they want to do.

Once they know what job/career they want ask them how they can find out if they really would like doing that job. Responses will likely include things like: Job Notes, research, library, actually do the job

Ask if anyone knows or has heard of job shadowing.

Ask participant to tell group what it is or briefly explain what it is

Points to make:

Job Shadowing is just what it says. YOU become someone's shadow for a day, half-day, few hours, or what is available/prearranged.

You will spend time with someone in a job of your liking, your interested in.

As you observe what they do you are actually experiencing a little of what it is like to have that job.

Explain to participants that this is one of the best ways, short of actually having the job, of getting a good idea of what your career choice is all about.

Now that the participants have a good idea about what it is, talk about how (in a real situation) they could select a job shadow candidate and where to find information.

Career Planning Table-Their interests/transferable skills can help them decide. (USE FOR THIS ACTIVITY.)

List of alumni from the school, local Chamber of Commerce, Yellow Pages,

Participants can also go to <http://nhnetwork.nhes.state.nh.us/nhnetwork/> on the internet to find a specific local employer that is in their area of interest.

Friends, family, teacher, guidance counselor/advisor

At this point, you'll want to assign the activity.

Half of your student group will need to select certain careers of interest-chosen from the career table Then they will need to do a Job Shadow role play with the person(student) who has their career and interview them.

Then write a list of questions to be asked of the ones playing the role of a certain profession.

(Could also just select ten questions from the questions used in the Job Shadowing Activity.)

The other half of your group of students will play the part of one of the careers chosen above. Each student will need to prepare to be interviewed by knowing as much about the career as possible. Sources for information include Job Notes, Career Planning Table in Job Notes, Occupational Outlook Handbook, etc.

They will need to be prepared to be interviewed about that career.

Explain they have a certain period of time to accomplish the shadow experience and complete the questions worksheet.

Once all interviews are completed, have students reverse roles and conduct another role play.

Debrief activity with a group discussion. You may have participants use the questionnaire worksheet to refer to during this discussion. (Could debrief after each half of group is done.)

- How did it go?

- What did they discover/learn?

- What surprises (if any) were there?

- Why is it important to know these?

# ***Job Shadow (role play) Questionnaire***

*Directions: Use questionnaire to help you in your interview. It will direct you to the information you want to know.  
Begin your job shadow with introductions.*

## **QUESTIONS:**

1. What do you actually do on a daily basis?
2. What skills do you need to do this job (use most frequently)?
3. Why did you choose this career?
4. 

a. What things (tasks/duties/responsibilities) do you like the most about what you do?	b. What things (tasks/duties/responsibilities) do you like the least about what you do?
--	---
5. What high school courses were most useful to you for this career?
6. What courses/training have you had? Any more useful than others?
7. What path did you follow to be in this career/job? (ie: college, military, tech school, apprenticeship, on-the-job training, etc)
8. What kind of lifestyle is associated with doing what you do? (ie: overtime, evenings, weekends, travel, layoffs, part-time, full-time)

9. Does the salary support the kind of lifestyle you want?

10. What are the chances for advancement in this position?

11. What are the physical requirements of the job?

12. How much of your job requires that you work with a computer in some form/fashion? Could you explain how?

13. Do you work with machines, people, or both?

14. What is the most important thing you have learned in this job?

15. What advice can you give me to ensure my success in this career field?

Student's overall reactions to the shadow experience here: *(What did you learn about yourself regarding the career? How does it relate to your interests, skills, values, etc? What are your next steps?)*



## What Do You Want To Be When You Grow Up?

Use this activity to help individuals explore and learn about a particular occupation(s).

Outcomes: Participants will have a better knowledge and understanding of the many facets associated with occupations.

Competency I, National Career Development Guidelines (NCDG): Understanding the influence of a positive self-concept by identifying and appreciating personal interests, abilities, and skills. New Hampshire Career Guidance & Counseling Program (NHCG&CP): Being able to identify and describe their strengths and abilities as they relate to other activities.

Competency II of NCDG: Skills to interact positively with others. NHCG&CP: Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

Competency IV, NCDG: demonstrating how to apply academic and vocational skills toward achieving personal goals. NHCG&CP: Define personal interests, aptitudes, and qualifications required for careers in which participants are interested.

Competency VI, NCDG: Skills to locate, evaluate, and interpret career information; NHCG&CP: Describe educational requirements of various occupations.

Pre-work: Assign the article *Personality: What Type Are You?* just prior to conducting this activity.

Preparation: Be sure each individual has their copy of Job Notes 2001 with the Career Planning Table to refer to. Using the attached Career List, you may either assign careers for each team to research or let them select. (Separate answer sheet provided although Job Notes can be used for answers if you select careers other than those on the list provided.) You may also prepare a separate list of careers or have them use the Career Planning Table to select from. Have only one team per occupation(s). You may also want to prepare overheads or slides to aid in a follow-up group discussion.

As in the Reasons for Having an Occupation activity, you may want to first stimulate brainstorming.

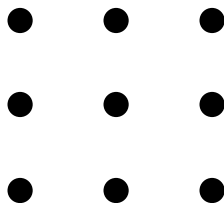
If not used previously,

you may pre-assign the What Do You See article on page 5 or simply show an overhead/slide with the picture (see What Do You See overhead/ slide master) and find out what they see. Briefly discuss.

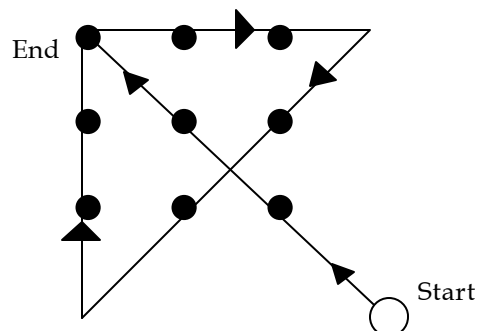
(or)

you may ask the teams to do the Nine Dots exercise. Supply "teams" with a sheet of paper with the nine dots and ask them to complete as a group. **Using a pencil, they must connect all nine dots using only four straight lines without ever lifting the pencil from the paper and without ever retracing any line.**

Problem



Answer



Another type of brainstorming activity is to show them a big “number” on a sheet of paper and ask them what it is. See the 6 or 9 activity master. Depending on what an individual’s perspective is, they will tend to see things differently even when presented with the exact same thing. In this case, some participants will likely see a 6 right away and others will see a 9 right away. Most will quickly realize it could be either, but some may not. This highlights the need to look at things from many different angles (perspectives). (You will want to try to lay this down on the floor in such a way as half your group will be on one side and the other half on the other side.)

Break the large group up into smaller teams and explain that each group will be responsible for researching as much about the occupation(s) as they can. If you have a very large group, you may only want to assign one occupation per team. If you have a small group, you may want to assign two or more occupations per team. Each team will find a lot of information within the pages of Job Notes only but are not confined to the newspaper for their research. They could also refer to the Occupational Outlook Handbook 2000-2001 if available (possibly in guidance). This activity may well require more than one period so you will want to time the activity based on your own allotment of time. The team that presents the most information wins (you should try to provide some form of prize if possible).

They will need to make a brief report to the larger group of their findings. As a minimum, each team should report:

- Occupation Title
- Occupation description
- Average annual salary
- Education required
- Job Outlook
- Basic Skills Required\*
- Holland Interest Profile and what it means
  - # of team members who might fit this profile
  - thereby possibly do well in this occupation
- Is occupation growth rising/falling?
- Two additional facts (teams should include at least two more pieces of information about each occupation)

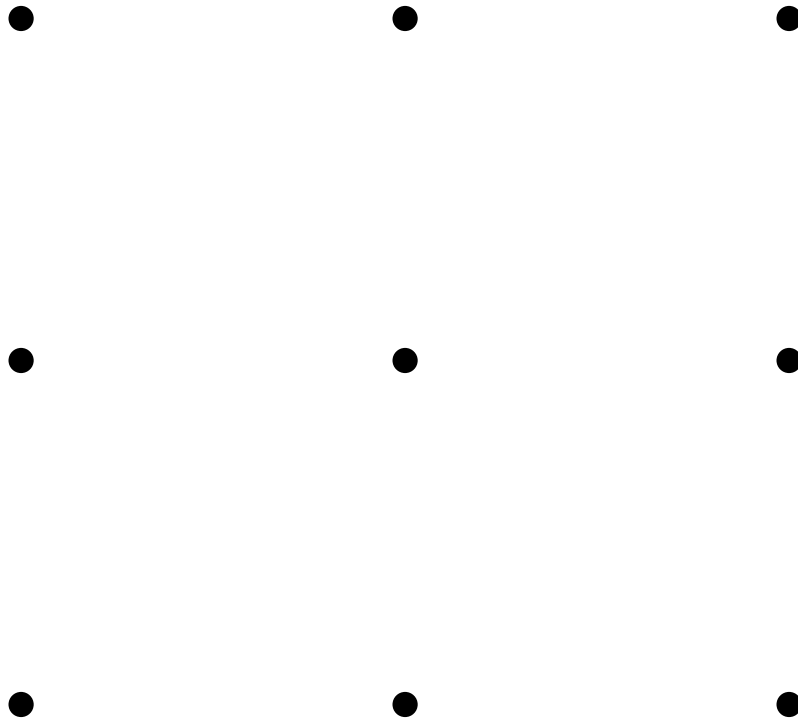
Debrief during and/or after team reporting

- How did it go?
- What did they discover/learn?
- Did they discover anything unique?
- What surprises (if any) were there?
- Why is it important to know this information?
- Ask about additional facts as necessary.

\*IMPORTANT NOTE: Some occupations might not indicate a skill/skills due to statistical cutoff of level of importance required to be included in the table. Level of importance used is as determined by O\*NET, the Occupational Information Network, which is a comprehensive database of worker attributes and job characteristics. It replaces the Dictionary of Occupational Titles (DOT) as the nation's primary source of occupational information. For a wealth of additional information, visit the O\*Net web site at <http://www.onetcenter.org/>

# 9 DOTS

Using a pen/pencil, connect all nine dots using only four straight lines without ever lifting the pencil from the paper and without ever retracing any line.



NOTE: Some occupational titles not listed in Career Table as what we might commonly know them as. Is shown here in italics as it appears in table. (Depending on your group, you may/may not want to give them the actual title.)

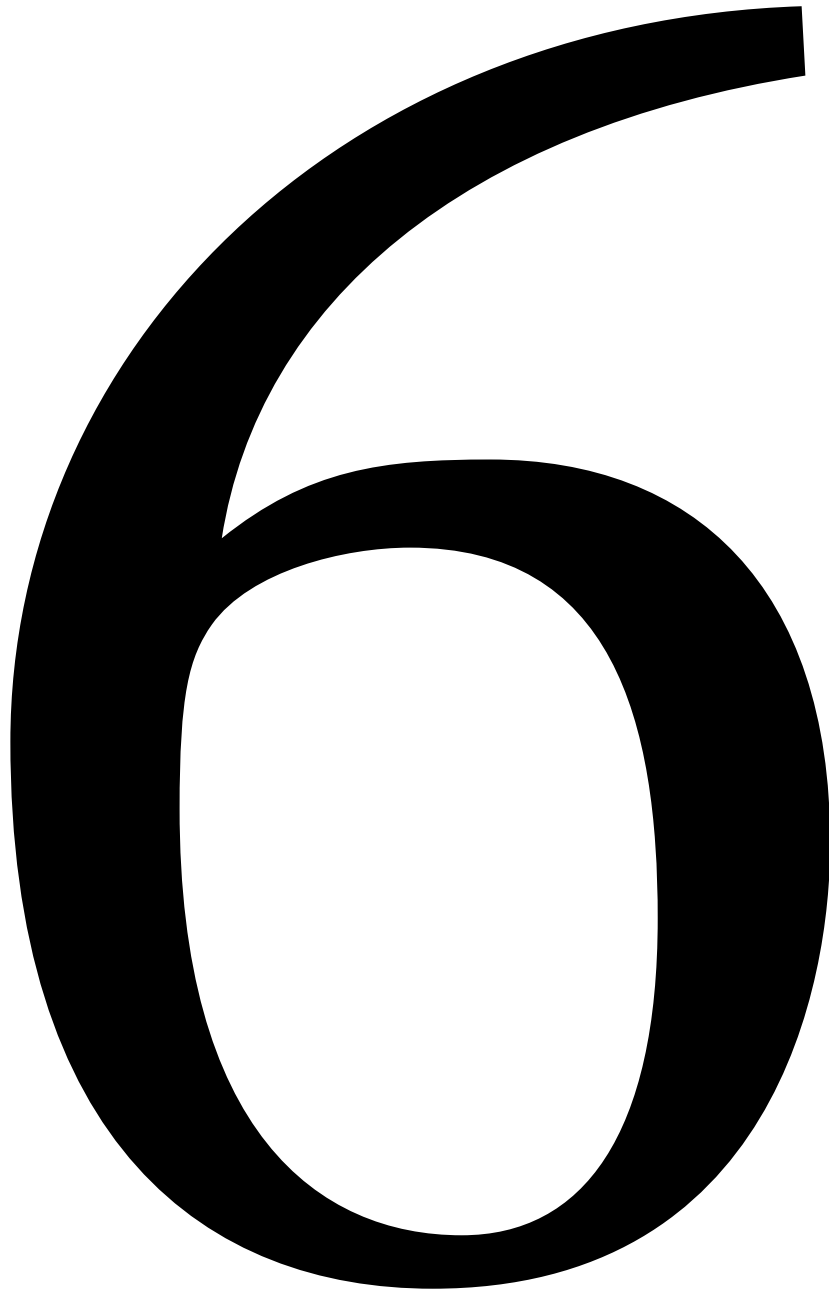
Accountant  
Air Traffic Controller  
Aircraft Mechanic  
Attorney (*Lawyer*)  
Baker  
Barber (*Hairdresser & Cosmetologist*)  
Biological Scientist  
Brickmason  
Butcher (*Butcher and Meat Cutter*)  
Business Analyst (*Management Analyst*)  
Cashier  
Computer Support Specialist  
Cook  
Database Administrator  
Desktop Publisher (*Electronic Pagination System Operator*)  
Dietician  
Doctor (*Physicians and Surgeons*)  
Editor (*Writer and Editor*)  
Electrician  
EMT (*Emergency Medical Technician*)  
Engineering Manager (*Engineering, Math, & Natural Science Manager*)  
Geophysicist (*Geologist, Geophysicist, and Oceanographer*)  
Instructional Coordinator  
Landscaper (*Laborer*)  
Loan Officer  
Manager, *Administrative Service*  
Pharmacist  
Photographer  
Physicians Assistant  
Radiologist (*Radiological Technician*)  
Registered Nurse  
Systems Analyst  
Textile Machine Operator  
Top Executive (*General Manager & Top Executive*)  
Truck Mechanic

What Do You Want To Be When You Grow Up?  
(Career list)










# 9 DOTS











Using a pen/pencil, connect all nine dots using only four straight lines without ever lifting the pencil from the paper and without ever retracing any line.

























What Do You Want To Be When You Grow Up  
(Brainstorming activity)

Description	Job Outlook				Education	Basic Skills						Holland Code Interests
	Emp.	Grow.	Open.	Wage		R	L	W	S	M	Sc	
<b>Accountants and Auditors</b> (21114): Examine, analyze and interpret accounting records for the purpose of giving advice or preparing statements. Install or advise on systems of recording costs or other financial and budgetary data.	4,018	11.0%	106	\$18.66	Bachelor; Military; NH License	×	×	×	×	×		<b>C E I</b> 
<b>Administrative Service Managers</b> (13014): Plan, organize, direct, control, or coordinate the supportive services department of a business, agency, or organization.	1,982	12.6%	60	\$22.64	Bachelor plus experience; Military	×		×	×	×		<b>E S R</b> 
<b>Air Traffic Controllers</b> (39002): Control air traffic on and within vicinity of airport and movement of air traffic between altitude sectors and control centers. Authorize and control commercial airline flights to insure flight safety.	1,083	7.9%	39	N/A	Long OJT; Military	×	×	×	×			<b>S E R</b> 
<b>Aircraft Mechanics</b> (85323): Repair and maintain the operating condition of aircraft assemblies, such as hydraulic and pneumatic systems, landing gear, propeller assemblies, fuel tanks, and airframe assemblies.	310	11.6%	10	\$15.94	Certificate; Military; Apprenticeship	×				×		<b>R E I</b> 
<b>Bakers, Bread and Pastry</b> (65021): Mix and bake ingredients according to recipes to produce small quantities of breads, pastries, and other baked goods for consumption on premises or for sale as specialty baked goods.	1,003	19.4%	46	\$8.82	Moderate OJT; Military; Apprenticeship							<b>R S A</b> 
<b>Biological Scientists</b> (24308): Research problems dealing with life processes. Include Biologists, Biochemists, Biophysicists, Pathologists, Bacteriologists, Toxicologists, and Zoologists.	240	33.8%	13	\$23.12	Doctorate	×		×	×	×	×	<b>I R S</b> 
<b>Brickmasons</b> (87302): Lay building materials, such as brick, structural tile, concrete, cinder, glass, gypsum, and terra cotta block (except stone), to construct or repair walls, partitions, arches, sewers, and other structures.	271	21.0%	12	\$17.84	Long OJT; Military; Apprenticeship					×		<b>R E C</b> 
<b>Butchers and Meat Cutters</b> (65023): Cut, trim, and prepare carcasses and consumer-sized portions of meat for sale or for use in food service. Exclude workers in slaughtering, meat packing, or prepared-meat establishments.	757	-7.3%	18	\$11.70	Long OJT; Apprenticeship							<b>R S E</b> 
<b>Cashiers</b> (49023): Receive and disburse money in establishments other than financial institutions. Usually involves use of adding machines, cash registers, or change makers. May also include processing credit card transactions.	14,900	19.3%	936	\$7.36	Short OJT		×		×	×		<b>C S E</b> 

Description	Job Outlook				Education	Basic Skills						Holland Code Interests
	Emp.	Grow.	Open.	Wage		R	L	W	S	M	Sc	
<b>Computer Support Specialists</b> (25104): Provide technical assistance and training to computer system users. Investigate and resolve user software and hardware problems. Answer client inquiries in person and via telephone.	1,942	87.9%	183	\$19.15	Bachelor; Military	×	×	×	×	×	×	<b>S C R</b> 
<b>Cooks, Fast Food</b> (65032): Prepare and cook food in a fast food restaurant with a limited menu. Duties are limited to preparation of a few basic items and normally involve operating large-volume single-purpose cooking equipment.	1,534	17.7%	67	\$6.68	Short OJT		×					<b>R S E</b> 
<b>Cooks, Institution or Cafeteria</b> (65028): Prepare and cook family-style meals for institutions such as schools, hospitals, or cafeterias. Usually prepare meals in large quantities rather than to individual order.	1,300	3.0%	38	\$9.41	Long OJT; Military; Apprenticeship					×		<b>R E S</b> 
<b>Cooks, Restaurant</b> (65026): Prepare, season, and cook soups, meats, vegetables, desserts, and other foodstuffs in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.	4,019	18.8%	180	\$9.11	Long OJT; Military; Apprenticeship							<b>R S E</b> 
<b>Cooks, Short Order</b> (65035): Prepare and cook to order a variety of foods that require only a short preparation time. May take orders from customers and serve patrons at counters or tables.	968	18.3%	43	\$7.83	Short OJT		×					<b>R S E</b> 
<b>Database Administrators</b> (25103): Coordinate physical changes to computer databases and code, test, and implement the database applying knowledge of database management systems. May design logical and physical databases.	296	72.6%	27	\$24.58	Bachelor; Military	×	×	×	×	×		<b>I R S</b> 
<b>Dieticians and Nutritionists</b> (32521): Organize, plan, and conduct food service or nutritional programs to promote health and control disease. May administer activities of department providing quantity food service.	234	27.4%	11	\$17.54	Bachelor; Military	×	×	×	×	×	×	<b>S I E</b> 
<b>Electricians</b> (87202): Install, maintain, and repair electrical wiring, equipment, and fixtures. Insure that work is in accordance with relevant codes. May read blueprints.	2,247	14.6%	79	\$15.35	Long OJT; Military; Apprenticeship; NH License	×				×	×	<b>R E S</b> 
<b>Electronic Pagination System Operators</b> (89707): Using a computer screen, call up type and art elements from computer memory and position them into a completed page. Transmit for production into film or directly into plates.	180	84.4%	18	\$13.56	Long OJT; Apprenticeship	×						<b>C I R</b> 
<b>Emergency Medical Technicians</b> (32508): Administer first aid treatment and transport sick or injured persons to medical facility, working as a member of an emergency medical team.	507	25.6%	26	\$10.05	Certificate; Military; Apprenticeship; NH License	×	×	×	×			<b>R I S</b> 



Description	Job Outlook				Education	Basic Skills						Holland Code Interests
	Emp.	Grow.	Open.	Wage		R	L	W	S	M	Sc	
<b>Engineering, Mathematics and Natural Science Managers</b> (13017): Plan, organize, direct, or coordinate activities in such fields as architecture, data processing, engineering, life sciences, physical sciences, and statistics.	1,852	42.2%	110	\$33.25	Bachelor plus experience; Military	×	×	×	×	×	×	<b>IE R</b> 
<b>General Managers and Top Executives</b> (19005): Top and middle managers whose duties and responsibilities are too diverse and general in nature to be classified in any functional or line area of management and administration.	16,094	16.8%	552	\$28.99	Bachelor plus experience; Military	×	×	×	×	×		<b>ES R</b> 
<b>Geologists, Geophysicists and Oceanographers</b> (24111): Study composition, structure, and history of the earth's crust; aspects of the earth, such as atmosphere and hydrosphere; or physical aspects of oceans.	221	20.4%	11	\$23.27	Bachelor; Military	×	×	×	×	×	×	<b>IR S</b> 
<b>Hairdressers and Cosmetologists</b> (68005): Provide beauty services to customers, such as suggesting hair styles, cutting and treating hair and scalp, applying make-up, dressing wigs, and electrolysis.	3,990	19.2%	180	\$8.69	Certificate; Apprenticeship; NH License	×	×		×			<b>ES R</b> 
<b>Instructional Coordinators</b> (31517): Develop instructional material, coordinate educational content, and incorporate current technology, providing guidelines for developing curricula and conducting courses.	303	60.4%	21	\$18.19	Bachelor; Military	×	×	×	×			<b>SE I</b> 
<b>Laborers, Landscaping and Groundskeeping</b> (79041): Landscape and/or maintain grounds of property using hand or power tools or equipment. May work in nursery facility or at customer location.	4,517	20.9%	230	\$9.34	Short OJT							<b>RCE</b> 
<b>Lawyers</b> (28108): Conduct criminal and civil lawsuits, draw up legal documents, advise clients of legal rights, and practice other phases of law. May represent client in court. May specialize in a single area of law.	2,565	7.0%	46	\$34.75	First Professional; Military; NH License	×	×	×	×			<b>ESI</b> 
<b>Loan Officers and Counselors</b> (21108): Evaluate, authorize, or recommend approval of commercial, real estate, or credit loans. Advise borrowers on financial status and methods of payments.	903	15.8%	34	\$21.31	Bachelor	×	×	×	×	×		<b>SCE</b> 
<b>Management Analysts</b> (21905): Review, analyze, and suggest improvements to business and organizational systems to assist management in operating more efficiently and effectively.	584	29.1%	22	\$21.86	Masters; Military	×	×	×	×	×		<b>ESC</b> 
<b>Pharmacists</b> (32517): Compound and dispense medications following prescriptions issued by physicians, dentists, or other authorized medical practitioners.	816	9.8%	30	\$29.84	Bachelor; Military; NH License	×	×	×	×	×	×	<b>ISE</b> 

Description	Job Outlook				Education	Basic Skills						Holland Code Interests
	Emp.	Grow.	Open.	Wage		R	L	W	S	M	Sc	
<b>Photographers</b> (34023): Photograph persons, subjects, merchandise, or other commercial products. May develop negatives and produce finished prints.	624	14.3%	18	\$12.44	Moderate OJT; Military; Apprenticeship							<b>R I A</b> 
<b>Physician Assistants</b> (32511): Provide patient services under the supervision and responsibility of doctor of medicine or osteopathy. Take patient histories, conduct physical examinations, reach tentative diagnosis, and order tests.	217	59.9%	17	\$25.40	Bachelor; Military; NH License	×	×	×	×	×	×	<b>I S A</b> 
<b>Physicians and Surgeons</b> (32102): Doctors of medicine who diagnose and treat mental or physical disorders. May specialize in one field such as surgery, obstetrics, or psychiatry.	3,143	33.2%	153	\$51.47	First Professional; Military; NH License	×	×	×	×	×	×	<b>I R S</b> 
<b>Radiologic Technologists</b> (32919): Take X-rays and CAT scans or administer nonradioactive materials into patient's blood stream for diagnostic purposes. May specialize in computed tomography, ultrasound, or magnetic resonance.	644	27.0%	26	\$16.13	Associate; Military	×	×		×	×		<b>I R S</b> 
<b>Registered Nurses</b> (32502): Administer nursing care to ill or injured persons. Licensing or registration required. Include administrative, public health, industrial, private duty, and surgical nurses.	10,682	29.1%	486	\$18.19	Associate; Military; NH License	×	×	×	×		×	<b>S I E</b> 
<b>Systems Analysts, Electronic Data Processing</b> (25102): Analyze business, scientific, and technical problems for application to electronic data processing systems.	2,706	87.4%	253	\$25.31	Bachelor; Military	×	×	×	×	×	×	<b>I R E</b> 
<b>Textile Machine Operators and Tenders, Winding, Twisting, Knitting, Weaving and Cutting</b> (92705): Operate or tend textile machines that perform such operations as winding, twisting, knitting, weaving, and cutting.	756	-32.5%	13	\$9.74	Moderate OJT; Apprenticeship							<b>R C E</b> 
<b>Truck Drivers, Heavy and Tractor Trailer</b> (97102): Drive a tractor-trailer combination or a truck with a capacity of at least 3 tons, to transport and deliver goods, livestock, or materials in liquid, loose or packaged form.	6,036	17.9%	195	\$13.70	Short OJT; Military	×		×		×		<b>R E I</b> 
<b>Truck Drivers, Light, Including Delivery</b> (97105): Drive a truck, van, or automobile with a capacity under 3 tons. May drive light truck to deliver or pick up merchandise. May load and unload truck.	5,878	21.4%	210	\$10.88	Short OJT; Military							<b>R C E</b> 
<b>Writers and Editors</b> (34002): Writers originate and prepare written material such as scripts, stories, news items, advertisements, and other material. Editors coordinate, edit, and analyze prepared written material.	850	28.9%	47	\$17.32	Bachelor; Military	×	×	×	×			<b>A E S</b> 

## Reasons for Having an Occupation

Use this activity to help individuals explore and learn about the reasons for having a particular occupation (reasons for working) (OTHER THAN THE PAYCHECK).

Outcomes: Participants will have a better knowledge and understanding of the many benefits associated with career choice.

Competency I, National Career Development Guidelines (NCDG): Understanding the influence of a positive self-concept by identifying and appreciating personal interests, abilities, and skills. New Hampshire Career Guidance & Counseling Program (NHCG&CP): Being able to identify and describe their strengths and abilities as they relate to other activities.

Competency II of National Career Development Guidelines: Skills to interact positively with others. NHCG&CP: Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

Competency IV, National Career Development Guidelines: demonstrating how to apply academic and vocational skills toward achieving personal goals. NHCG&CP: Define personal interests, aptitudes, and qualifications required for careers in which participants are interested.

NCDG Competency VI: Skills to locate, evaluate, and interpret career information; NHCG&CP: Describe educational requirements of various occupations.

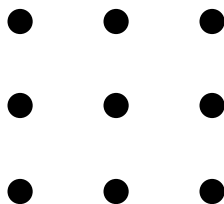
Preparation: Be sure each individual has their copy of Job Notes 2001 to refer to for ideas. They will also need it for the Prioritizing Your Goals checklist on page 10. You may also use the Prioritizing Your Goals master and copy enough for your group. You may also want to prepare overheads or slides to aid in a follow-up group discussion.

Prior to a large group discussion or breaking into teams for later team reporting and to stimulate thought and ideas for your discussion, have your group complete the Prioritize Your Goals checklist on page 10 of Job Notes. Point out to them that they must cross out EARNINGS before prioritizing. You may do this just prior to your discussion.

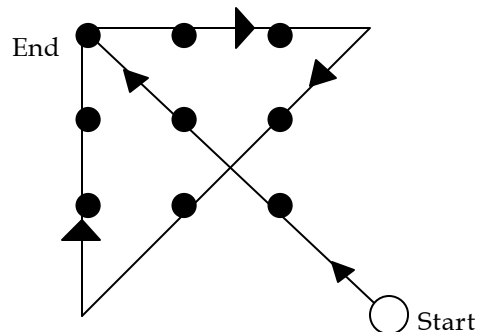
As an icebreaker and to stimulate brainstorming you may pre-assign the What Do You See article on page 5 or simply show an overhead/slide with the picture (see What Do You See overhead/slide master) and find out what they see. Briefly discuss.

Another way to spur "out-of-the-box" thinking in the teams is to ask them to do the Nine Dots exercise. Supply "teams" with a sheet of paper with the nine dots and ask them to complete as a group. **Using a pencil, they must connect all nine dots using only four straight lines without ever lifting the pencil from the paper and without ever retracing any line.**

Problem



Answer



# Prioritize your goals

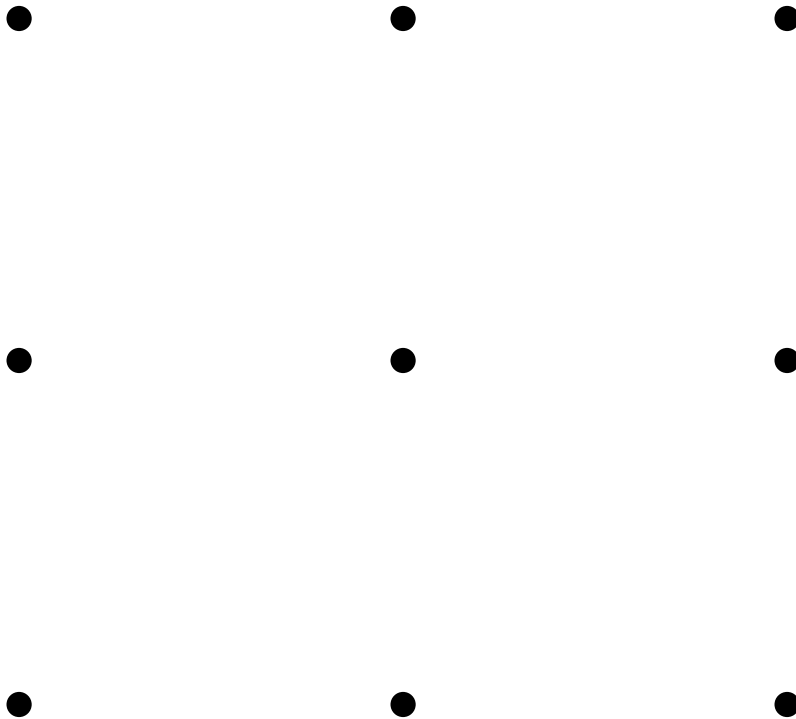
The exercise below will help you discover some of what is most important to you in a career. Read the items that follow. Write a 1 next to the item that is most important to you. Next, write a 10 next to the one least important to you. Then rank the remaining.

- ☐ ~~EARNINGS~~ - how much the career pays
- ☐ **SERVICE** - how much you help others
- ☐ **PRESTIGE** - how much people respect your work
- ☐ **GEOGRAPHY** - how important it is to live in a particular place
- ☐ **INDEPENDENCE** - how much you are your own boss
- ☐ **SECURITY** - how much the career promises long-term, stable employment
- ☐ **RESPONSIBILITY** - how much people depend on you
- ☐ **TEAMWORK** - how much you will work as a member of a group
- ☐ **ENVIRONMENT** - where most of the job will take place — outdoors, indoors or both
- ☐ **VARIETY** - how much the job will have you doing different kinds of tasks
- ☐ **GRATIFICATION** - how much satisfaction does your work give you
- ☐ **FLEXIBILITY** - how strict are the job guidelines/rules
- ☐ **TRAVEL** - how important is it to travel away from home
- ☐ **RELOCATION** – what are the chances you'll have to move away from family/friends
- ☐ **PASSION** – how much the work lights a fire of enthusiasm and excitement in you
- ☐ **EXPERIENCE** - how much knowledge, training, and skill you get
- ☐ **LEARNING** - how much investigation and research you do
- ☐ **SELF-DISCOVERY** – what opportunities are presented
- ☐ **PREREQUISITE FOR ANOTHER JOB** - how much the job prepares you for advancement

## BRAINSTORMING

# 9 DOTS

Using a pencil, connect all nine dots using only four straight lines without ever lifting the pencil from the paper, and without ever retracing any line.



# What Do You See?



Reasons for Having an Occupation  
(Overhead/slide master)

## Reasons for Having an Occupation (For Team Activity)

Break the large group up into smaller teams and explain that each group will be responsible for brainstorming as many reasons for having an occupation as they can. Remember to point out that they cannot say earnings/paycheck/money, etc. Other than that they should be as open and creative as they can. Encourage participants to each use their passion as a guide.

If necessary, teams may use Job Notes as a source of information. They should not be limited to it. You should time the activity based on your own allotment of time. The team that presents the most reasons wins (you should try to provide some form of prize if possible).

They will need to make a brief report to the larger group of their findings. Each team should report its list with a little back up information provided for understanding. In other words, know the reasons they wrote the reason.

### Debrief during and after team reporting

- How did it go?
- What did they discover/learn?
- Why they've listed each one
- What makes this important?
- What job were they thinking of?
- What surprises (if any) were there?
- Why is it important to know these? Or isn't it?

## What's of Interest to You?

**Purpose:** Use this activity to help participants better understand fields of work and the interests, skills, and qualities associated with each.

**Outcomes:** Participants will have a better understanding of the interests, skills, and qualities that frequently apply to a field of work.

**Pre-work:** Have your group read the *Job Notes 2001* article on page 10, *Discover Career That Fit You*.

**Preparation:** Be sure to copy enough worksheets – What's of Interest to You? for each participant. You will also want to prepare overheads or slides using the overhead masters for Agriculture & Natural Resources, Business & administration, and Hospitality & Tourism – What's of Interest to You? If time allows, you could also cover some of the other fields of work as well. You could also pick a different set of overheads to use.

Distribute the worksheets to all participants and ask each individual to complete the worksheets according to their own interests, skills, and qualities. After completing the exercise, you should use the applicable overheads to reveal the fields of work that correspond to each interest checklist. Review some of the listed occupations.

A discussion about the importance of interests, skills, and qualities should follow. Understanding your own interests, skills, and qualities are important when choosing the appropriate career. Following your passion (corny though it sounds) is how to achieve work satisfaction. Refer to page 10 of *Job Notes 2001, Discover Careers That Fit You* to begin a discussion about passion and having a career they really like.

You should encourage each individual to build on this list. When seeking a career they should refer to this list to see if they have the interests, skills, and qualities suggested to satisfy the requirements of an occupation.



## What's of Interest to You? (Worksheet)

1)	INTERESTS: Check the things you like:			
	<input type="checkbox"/> meeting new people	<input type="checkbox"/> sports and sporting events	<input type="checkbox"/> being outdoors	<input type="checkbox"/> co-ordinating events
	<input type="checkbox"/> educating people	<input type="checkbox"/> physical fitness and activities	<input type="checkbox"/> speaking to groups	<input type="checkbox"/> entertaining people
	<input type="checkbox"/> challenges and adventure	<input type="checkbox"/> helping people	<input type="checkbox"/> answering questions	<input type="checkbox"/> traveling
	SKILLS: Check the things you can do and would like to be able to do:			
	<input type="checkbox"/> co-ordinate and organize events	<input type="checkbox"/> develop marketing strategies	<input type="checkbox"/> listen to understand	
	<input type="checkbox"/> deal with customers, including difficult ones	<input type="checkbox"/> analyze data	<input type="checkbox"/> provide instructions	
	<input type="checkbox"/> manage equipment and supplies lists	<input type="checkbox"/> respond and adjust to feedback		
	<input type="checkbox"/> apply knowledge of first aid and safety	<input type="checkbox"/> assume leadership when appropriate		
	<input type="checkbox"/> use computer software for schedules, records, and billing			
	QUALITIES: Check below if you are:			
	<input type="checkbox"/> friendly and outgoing	<input type="checkbox"/> a person with a sense of humor	<input type="checkbox"/> courteous	
	<input type="checkbox"/> a person with strength and stamina	<input type="checkbox"/> adaptable to many situations	<input type="checkbox"/> able to cope well with stress	
	<input type="checkbox"/> conscientious	<input type="checkbox"/> able to pay attention to detail	<input type="checkbox"/> able to motivate self and others	
	<input type="checkbox"/> positive attitude	<input type="checkbox"/> determined	<input type="checkbox"/> competitive	
	TOTAL CHECKMARKS <input type="text"/>			
2)	INTERESTS: Check the things you like:			
	<input type="checkbox"/> computer games	<input type="checkbox"/> puzzles/challenges	<input type="checkbox"/> reading technical reports and manuals	
	<input type="checkbox"/> installing and fixing	<input type="checkbox"/> graphics/animation	<input type="checkbox"/> helping people with their computer problems	
	<input type="checkbox"/> troubleshooting	<input type="checkbox"/> working with electronics		
	<input type="checkbox"/> science	<input type="checkbox"/> learning about new technologies		
	SKILLS: Check the things you can do and would like to be able to do:			
	<input type="checkbox"/> interview to identify problems	<input type="checkbox"/> apply mathematical principles	<input type="checkbox"/> use computer software	
	<input type="checkbox"/> apply scientific principles	<input type="checkbox"/> manage projects	<input type="checkbox"/> work independently	
	<input type="checkbox"/> handle difficult situations	<input type="checkbox"/> brainstorm to problem solve	<input type="checkbox"/> conduct research	
	<input type="checkbox"/> apply technical and electronic knowledge			
	QUALITIES: Check below if you are:			
	<input type="checkbox"/> trustworthy	<input type="checkbox"/> flexible	<input type="checkbox"/> able to take the initiative	<input type="checkbox"/> patient
	<input type="checkbox"/> responsible	<input type="checkbox"/> persistent	<input type="checkbox"/> able to work to a deadline	<input type="checkbox"/> observant
	<input type="checkbox"/> systematic	<input type="checkbox"/> detail-oriented	<input type="checkbox"/> able to concentrate in any environment	<input type="checkbox"/> precise
	TOTAL CHECKMARKS <input type="text"/>			
3)	INTERESTS: Check the things you like:			
	<input type="checkbox"/> building or construction things	<input type="checkbox"/> inventing	<input type="checkbox"/> working with your hands	
	<input type="checkbox"/> methodical or careful work	<input type="checkbox"/> designing and drawing	<input type="checkbox"/> engineering and computers	
	<input type="checkbox"/> disassembling and assembling things	<input type="checkbox"/> machines		
	SKILLS: Check the things you can do and would like to be able to do:			
	<input type="checkbox"/> assess mechanical problems	<input type="checkbox"/> use computerized settings on machines	<input type="checkbox"/> fix machines	
	<input type="checkbox"/> assess for quality in production	<input type="checkbox"/> work individually or in a team	<input type="checkbox"/> record data on quotas	
	<input type="checkbox"/> read schematics and diagrams	<input type="checkbox"/> apply knowledge of safety regulations		
	<input type="checkbox"/> listen to follow instructions	<input type="checkbox"/> monitor measurement instruments		
	QUALITIES: Check below if you are:			
	<input type="checkbox"/> a person with good hand-eye co-ordination	<input type="checkbox"/> able to meet deadlines	<input type="checkbox"/> punctual	
	<input type="checkbox"/> a person who doesn't mind getting dirty	<input type="checkbox"/> able to use good judgement	<input type="checkbox"/> precise	
	<input type="checkbox"/> able to concentrate even with distractions	<input type="checkbox"/> able to do physical labor		
	<input type="checkbox"/> detail-oriented	<input type="checkbox"/> able to remain alert for repetitive tasks or long shifts		
	TOTAL CHECKMARKS <input type="text"/>			

# What's of Interest to You? (Worksheet) (continued)

4)	<b>INTERESTS: Check the things you like:</b>		
<input type="checkbox"/> working outside			<input type="checkbox"/> the environment
<input type="checkbox"/> biology			<input type="checkbox"/> plants and animals
<input type="checkbox"/> examining things			<input type="checkbox"/> traveling
<input type="checkbox"/> working with equipment and computers			<input type="checkbox"/> chemistry
<input type="checkbox"/> performing experiments			<input type="checkbox"/> working with your hands
<b>SKILLS: Check the things you can do and would like to be able to do:</b>			
<input type="checkbox"/> use computers			<input type="checkbox"/> apply mathematical knowledge
<input type="checkbox"/> investigate			<input type="checkbox"/> collect and assess data
<input type="checkbox"/> communicate (oral and written)			<input type="checkbox"/> find solutions to problems
<input type="checkbox"/> work independently or as a team member			<input type="checkbox"/> apply knowledge of safety
<input type="checkbox"/> keep detailed records			<input type="checkbox"/> analyze
<b>QUALITIES: Check below if you are:</b>			
<input type="checkbox"/> inquisitive			<input type="checkbox"/> patient
<input type="checkbox"/> precise			<input type="checkbox"/> able to use good judgement
<input type="checkbox"/> able to pay attention to detail			<input type="checkbox"/> able to do hard, physical labor
<input type="checkbox"/> able to see a job through to completion			<input type="checkbox"/> conscientious
<input type="checkbox"/> able to work long hours			<input type="checkbox"/> able to work under pressure
<b>TOTAL CHECKMARKS</b> <input type="text"/>			

5)	<b>INTERESTS: Check the things you like:</b>		
<input type="checkbox"/> selling things			<input type="checkbox"/> helping people find what they need
<input type="checkbox"/> persuading people			<input type="checkbox"/> meeting and greeting new people
<input type="checkbox"/> negotiating			<input type="checkbox"/> promoting products and services
<input type="checkbox"/> traveling			<input type="checkbox"/> being creative in providing people with what they want
<input type="checkbox"/> learning about new cultures			<input type="checkbox"/> providing good public service
<input type="checkbox"/> explaining things			
<b>SKILLS: Check the things you can do and would like to be able to do:</b>			
<input type="checkbox"/> listen to understand			<input type="checkbox"/> prepare and submit invoices
<input type="checkbox"/> write reports			<input type="checkbox"/> find solutions to problems quickly
<input type="checkbox"/> set goals and priorities			<input type="checkbox"/> use word processing programs
<input type="checkbox"/> negotiate			<input type="checkbox"/> organize consumer databases
<input type="checkbox"/> give presentations and do demonstrations			<input type="checkbox"/> research new product/service information
<input type="checkbox"/> deal diplomatically with difficult people			<input type="checkbox"/> use electronic inventory programs
<b>QUALITIES: Check below if you are:</b>			
<input type="checkbox"/> able to act in a confident manner			<input type="checkbox"/> able to work well under pressure
<input type="checkbox"/> able to be decisive and firm			<input type="checkbox"/> a person with integrity
<input type="checkbox"/> observant of non-verbal cues			<input type="checkbox"/> a good judge of character
<input type="checkbox"/> persuasive			<input type="checkbox"/> competitive
<input type="checkbox"/> energetic			<input type="checkbox"/> courteous
<input type="checkbox"/> honest			<input type="checkbox"/> persistent
<b>TOTAL CHECKMARKS</b> <input type="text"/>			

6)	<b>INTERESTS: Check the things you like:</b>		
<input type="checkbox"/> working with your hands			<input type="checkbox"/> learning new techniques
<input type="checkbox"/> working alone			<input type="checkbox"/> routine activity
<input type="checkbox"/> solving problems			<input type="checkbox"/> building or constructing things
<input type="checkbox"/> physics			<input type="checkbox"/> fixing and repairing things
<input type="checkbox"/> working outside or in workshops			<input type="checkbox"/> working with tools and machines
<b>SKILLS: Check the things you can do and would like to be able to do:</b>			
<input type="checkbox"/> read blueprints and job specifications			<input type="checkbox"/> think in three dimensions
<input type="checkbox"/> use computer-assisted design programs			<input type="checkbox"/> measure and estimate
<input type="checkbox"/> apply knowledge of safety			<input type="checkbox"/> prepare and submit invoices
<input type="checkbox"/> work independently			<input type="checkbox"/> read equipment and regulations manuals
<input type="checkbox"/> sketch plans and sloutions			<input type="checkbox"/> apply technical and mechanical knowledge
<input type="checkbox"/> use electric and hand tools			<input type="checkbox"/> operate heavy equipment
<input type="checkbox"/> follow instructions (verbal or written)			
<b>QUALITIES: Check below if you are:</b>			
<input type="checkbox"/> a person with good hand-eye co-ordination			<input type="checkbox"/> able to work long hours
<input type="checkbox"/> able to keep cool in critical situations			<input type="checkbox"/> adaptable to change
<input type="checkbox"/> able to do physical labor			<input type="checkbox"/> consistent in quality of work
<input type="checkbox"/> accountable for your actions			<input type="checkbox"/> able to notice detail
<input type="checkbox"/> reliable			<input type="checkbox"/> patient
<input type="checkbox"/> physically fit			
<b>TOTAL CHECKMARKS</b> <input type="text"/>			

## What's of Interest to You? (Worksheet) (continued)

7)	<b>INTERESTS:</b> Check the things you like:			
	<input type="checkbox"/> new challenges	<input type="checkbox"/> routine or repetitive work	<input type="checkbox"/> money and banking	<input type="checkbox"/> business
	<input type="checkbox"/> persuading others	<input type="checkbox"/> working with numbers	<input type="checkbox"/> sales and marketing	
	<input type="checkbox"/> interacting with people	<input type="checkbox"/> new products and services	<input type="checkbox"/> planning or conducting meetings	
	<b>SKILLS:</b> Check the things you can do and would like to be able to do:			
	<input type="checkbox"/> use computers	<input type="checkbox"/> make decisions	<input type="checkbox"/> communicate (oral and written)	
	<input type="checkbox"/> plan and organize	<input type="checkbox"/> negotiate	<input type="checkbox"/> deal with difficult people	
	<input type="checkbox"/> use numbers	<input type="checkbox"/> manage projects	<input type="checkbox"/> conduct marketing research	
	<input type="checkbox"/> analyze	<input type="checkbox"/> use logical thinking skills	<input type="checkbox"/> compile and assess data	
	<b>QUALITIES:</b> Check below if you are:			
	<input type="checkbox"/> competitive	<input type="checkbox"/> confident	<input type="checkbox"/> able to use good judgement	<input type="checkbox"/> honest
	<input type="checkbox"/> able to act professionally	<input type="checkbox"/> self-disciplined	<input type="checkbox"/> adaptable to change	<input type="checkbox"/> tactful
	<input type="checkbox"/> efficient and accurate	<input type="checkbox"/> able to meet deadlines		
	TOTAL CHECKMARKS <input type="text"/>			

8)	<b>INTERESTS:</b> Check the things you like:			
	<input type="checkbox"/> current events	<input type="checkbox"/> music	<input type="checkbox"/> promoting ideas or artforms	
	<input type="checkbox"/> arts and crafts	<input type="checkbox"/> entertaining/performing	<input type="checkbox"/> variety/the unpredictable	
	<input type="checkbox"/> different cultures	<input type="checkbox"/> writing/telling stories	<input type="checkbox"/> communicating experiences to others	
	<input type="checkbox"/> promoting yourself	<input type="checkbox"/> interacting with people	<input type="checkbox"/> working with video and audio equipment	
	<b>SKILLS:</b> Check the things you can do and would like to be able to do:			
	<input type="checkbox"/> handle constructive criticism	<input type="checkbox"/> think creatively	<input type="checkbox"/> think critically	
	<input type="checkbox"/> respect others' likes and dislikes	<input type="checkbox"/> depict ideas	<input type="checkbox"/> think visually and in three dimensions	
	<input type="checkbox"/> organize - set goals and priorities	<input type="checkbox"/> express yourself well		
	<input type="checkbox"/> memorize large amounts of material	<input type="checkbox"/> work independently or as a member of a team		
	<b>QUALITIES:</b> Check below if you are:			
	<input type="checkbox"/> dramatic	<input type="checkbox"/> able to think on your feet	<input type="checkbox"/> a person with a flair for design	
	<input type="checkbox"/> enthusiastic	<input type="checkbox"/> able to meet deadlines	<input type="checkbox"/> able to cope with pressure	
	<input type="checkbox"/> confident	<input type="checkbox"/> able to notice detail	<input type="checkbox"/> able to work long, irregular hours	
	<input type="checkbox"/> self-disciplined	<input type="checkbox"/> self-motivated	<input type="checkbox"/> a person with broad general knowledge	
	TOTAL CHECKMARKS <input type="text"/>			

9)	<b>INTERESTS:</b> Check the things you like:			
	<input type="checkbox"/> working with technical equipment	<input type="checkbox"/> interacting with people	<input type="checkbox"/> research	
	<input type="checkbox"/> investigating the human body	<input type="checkbox"/> working in a laboratory	<input type="checkbox"/> healthy living	
	<input type="checkbox"/> reading about health issues	<input type="checkbox"/> helping people	<input type="checkbox"/> science	
	<b>SKILLS:</b> Check the things you can do and would like to be able to do:			
	<input type="checkbox"/> analyze problems and find solutions	<input type="checkbox"/> reassure people	<input type="checkbox"/> deal with difficult or delicate situations	
	<input type="checkbox"/> use medical/technical equipment	<input type="checkbox"/> apply knowledge of first aid	<input type="checkbox"/> act quickly and accurately in emergencies	
	<input type="checkbox"/> organize - set goals and priorities	<input type="checkbox"/> use laboratory equipment	<input type="checkbox"/> use health-care related software programs	
	<input type="checkbox"/> gather and assess patient data	<input type="checkbox"/> apply knowledge of ethics	<input type="checkbox"/> communicate accurately (oral, written, reading)	
	<b>QUALITIES:</b> Check below if you are:			
	<input type="checkbox"/> caring/compassionate	<input type="checkbox"/> able to use good judgement	<input type="checkbox"/> accountable for your actions	
	<input type="checkbox"/> sensitive to other cultures	<input type="checkbox"/> precise	<input type="checkbox"/> able to remain calm under pressure	
	<input type="checkbox"/> decisive	<input type="checkbox"/> willing to keep learning about new things		
	TOTAL CHECKMARKS <input type="text"/>			

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Hospitality and Tourism (1)

1) INTERESTS: Check the things you like:

<input checked="" type="checkbox"/> meeting new people	<input checked="" type="checkbox"/> sports and sporting events	<input checked="" type="checkbox"/> being outdoors	<input type="checkbox"/> co-ordinating events
<input checked="" type="checkbox"/> educating people	<input checked="" type="checkbox"/> physical fitness and activities	<input checked="" type="checkbox"/> speaking to groups	<input type="checkbox"/> entertaining people
<input checked="" type="checkbox"/> challenges and adventure	<input checked="" type="checkbox"/> helping people	<input checked="" type="checkbox"/> answering questions	<input type="checkbox"/> traveling

SKILLS: Check the things you can do and would like to be able to do:

<input checked="" type="checkbox"/> co-ordinate and organize events	<input checked="" type="checkbox"/> develop marketing strategies	<input checked="" type="checkbox"/> listen to understand
<input checked="" type="checkbox"/> deal with customers, including difficult ones	<input checked="" type="checkbox"/> analyze data	<input checked="" type="checkbox"/> provide instructions
<input checked="" type="checkbox"/> manage equipment and supplies lists	<input type="checkbox"/> respond and adjust to feedback	
<input checked="" type="checkbox"/> apply knowledge of first aid and safety	<input checked="" type="checkbox"/> assume leadership when appropriate	
<input type="checkbox"/> use computer software for schedules, records, and billing		

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> friendly and outgoing	<input checked="" type="checkbox"/> a person with a sense of humor	<input type="checkbox"/> courteous
<input checked="" type="checkbox"/> a person with strength and stamina	<input checked="" type="checkbox"/> adaptable to many situations	<input checked="" type="checkbox"/> able to cope well with stress
<input checked="" type="checkbox"/> conscientious	<input type="checkbox"/> able to pay attention to detail	<input checked="" type="checkbox"/> able to motivate self and others
<input type="checkbox"/> positive attitude	<input checked="" type="checkbox"/> determined	<input checked="" type="checkbox"/> competitive

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Bartender		65005
Amusement Park Attendant (Amusement and Recreation Attendant)		68014
Baker (Bread and Pastry)		65021
Butcher (and Meatcutter)		65023
Hairdresser (Hairdresser and Cosmetologist)		68005
Dry Cleaner (Laundry and...)		92726
Restaurant Manager (Food Service and Lodging Manager)		15026
Waiter/Waitress		65008
Front Desk Agent (Hotel Desk Clerk)		53808
Hockey Player		34058
Hotel Maitre'd		65002
Outdoor Guide (Guide)		68017
Special Events Coordinator (Recreation Worker)		27311
Taxi Driver (...and Chauffeur)		97114
Chef (Cook, Restaurant)		65026
Cook (Fast Food)		65032

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Information Technology (2)

2) INTERESTS: Check the things you like:

<input checked="" type="checkbox"/> computer games	<input checked="" type="checkbox"/> puzzles/challenges	<input type="checkbox"/> reading technical reports and manuals
<input type="checkbox"/> installing and fixing	<input checked="" type="checkbox"/> graphics/animation	<input type="checkbox"/> helping people with their computer problems
<input type="checkbox"/> troubleshooting	<input type="checkbox"/> working with electronics	
<input type="checkbox"/> science	<input type="checkbox"/> learning about new technologies	

SKILLS: Check the things you can do and would like to be able to do:

<input type="checkbox"/> interview to identify problems	<input type="checkbox"/> apply mathematical principles	<input checked="" type="checkbox"/> use computer software
<input type="checkbox"/> apply scientific principles	<input type="checkbox"/> manage projects	<input checked="" type="checkbox"/> work independently
<input checked="" type="checkbox"/> handle difficult situations	<input type="checkbox"/> brainstorm to problem solve	<input type="checkbox"/> conduct research
<input type="checkbox"/> apply technical and electronic knowledge		

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> trustworthy	<input checked="" type="checkbox"/> flexible	<input checked="" type="checkbox"/> able to take the initiative	<input checked="" type="checkbox"/> patient
<input checked="" type="checkbox"/> responsible	<input checked="" type="checkbox"/> persistent	<input type="checkbox"/> able to work to a deadline	<input checked="" type="checkbox"/> observant
<input type="checkbox"/> systematic	<input type="checkbox"/> detail-oriented	<input type="checkbox"/> able to concentrate in any environment	<input type="checkbox"/> precise

TOTAL CHECKMARKS **13**

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Air Traffic Controller		39002
Data Base Administrator		25103
Computer Support Specialist		25104
Computer Operator (except peripheral equipment)		56011
Computer Programmer		25105
Data Processing Equipment Repairer		85705
Multimedia Producer (Systems Analyst, Computer Scientist-all other, or Computer Engineer)	25102, 25199, 22127	
Technical Writer		34005
Network Administrator (Systems Analyst, Computer Scientist-all other, or Computer Engineer)	25102, 25199, 22127	
Computer Engineer		22127
Software Engineer (Systems Analyst, Computer Scientist-all other, or Computer Engineer)	25102, 25199, 22127	
Web Designer/Developer (Systems Analyst, Computer Scientist-all other, or Computer Engineer)	25102, 25199, 22127	

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Manufacturing (3)

3) INTERESTS: Check the things you like:

<input checked="" type="checkbox"/> building or construction things	<input type="checkbox"/> inventing	<input checked="" type="checkbox"/> working with your hands
<input type="checkbox"/> methodical or careful work	<input type="checkbox"/> designing and drawing	<input type="checkbox"/> engineering and computers
<input checked="" type="checkbox"/> disassembling and assembling things	<input type="checkbox"/> machines	

SKILLS: Check the things you can do and would like to be able to do:

<input checked="" type="checkbox"/> assess mechanical problems	<input type="checkbox"/> use computerized settings on machines	<input type="checkbox"/> fix machines
<input checked="" type="checkbox"/> assess for quality in production	<input checked="" type="checkbox"/> work individually or in a team	<input type="checkbox"/> record data on quotas
<input type="checkbox"/> read schematics and diagrams	<input type="checkbox"/> apply knowledge of safety regulations	
<input type="checkbox"/> listen to follow instructions	<input type="checkbox"/> monitor measurement instruments	

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> a person with good hand-eye co-ordination	<input type="checkbox"/> able to meet deadlines	<input checked="" type="checkbox"/> punctual
<input checked="" type="checkbox"/> a person who doesn't mind getting dirty	<input checked="" type="checkbox"/> able to use good judgement	<input type="checkbox"/> precise
<input checked="" type="checkbox"/> able to concentrate even with distractions	<input checked="" type="checkbox"/> able to do physical labor	
<input type="checkbox"/> detail-oriented	<input type="checkbox"/> able to remain alert for repetitive tasks or long shifts	

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore fi	OES #
Combination Machine Tool Operator (...and Tenders, Metal/Plastic)		91508
Cutter or Trimmer		93926
Electrical Equipment Assembler		93114
Foundry Worker (Foundry Mold Assembly and Shakeout Worker)		91914
Grinder or Polisher		93953
Machine Forming Operator (...and Tenders, Metal/Plastic)		91321
Machinist		89108
Machinery Maintenance Worker		85128
Quality Control Inspector (Precision Inspector, Tester and Grader)		83002
Sawmill Machine Operator (...and Tenders)		92308
Solderer (...and Brazers)		93917
Production Supervisor or Manager (Supervisor's and...)		81008
Tool Designer (Tool and Die Maker)		89102
Woodworker (...Machine Operator and...)		92314

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Agriculture & Natural Resources (4)

4) INTERESTS: Check the things you like:

<input checked="" type="checkbox"/> working outside	<input checked="" type="checkbox"/> the environment	<input checked="" type="checkbox"/> performing experiments
<input checked="" type="checkbox"/> biology	<input checked="" type="checkbox"/> plants and animals	<input checked="" type="checkbox"/> working with your hands
<input checked="" type="checkbox"/> examining things	<input checked="" type="checkbox"/> traveling	
<input checked="" type="checkbox"/> working with equipment & computers	<input type="checkbox"/> chemistry	

SKILLS: Check the things you can do and would like to be able to do:

<input checked="" type="checkbox"/> use computers	<input type="checkbox"/> apply mathematical knowledge	<input type="checkbox"/> keep detailed records
<input checked="" type="checkbox"/> investigate	<input checked="" type="checkbox"/> collect and assess data	<input checked="" type="checkbox"/> analyze
<input checked="" type="checkbox"/> communicate (oral and written)	<input checked="" type="checkbox"/> find solutions to problems	
<input checked="" type="checkbox"/> work independently or in a team	<input checked="" type="checkbox"/> apply knowledge of safety	

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> inquisitive	<input checked="" type="checkbox"/> patient	<input checked="" type="checkbox"/> able to work long hours
<input checked="" type="checkbox"/> precise	<input checked="" type="checkbox"/> able to use good judgement	<input checked="" type="checkbox"/> able to work under pressure
<input checked="" type="checkbox"/> able to pay attention to detail	<input checked="" type="checkbox"/> able to do hard, physical labor	
<input checked="" type="checkbox"/> able to see a job to completion	<input type="checkbox"/> conscientious	

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Animal Caretaker		79017
Agriculture Technician		24502
Conservation Worker		79002
Farmhand/Ranchhand		79858
Fish & Game Warden		63041
Forester		24302
Horticulturist (Agricultural & Food Scientist)		24305
Landscaper		79041
Lawn Service Manager		15032
Logging Tractor Operator		73011
Nursery and Greenhouse Manager		15031
Pest Controller		67008
Veterinarian		32114
Water Treatment Plant Operator (Separating, Filtering, Clarifying, Precipitating, and Still)		92962

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Retail/Wholesale Sales & Services (5)

5) INTERESTS: Check the things you like:

<input type="checkbox"/> selling things	<input type="checkbox"/> helping people find what they need	<input type="checkbox"/> learning about new cultures
<input type="checkbox"/> persuading people	<input type="checkbox"/> meeting and greeting new people	<input type="checkbox"/> providing good public service
<input type="checkbox"/> negotiating	<input type="checkbox"/> promoting products and services	<input checked="" type="checkbox"/> explaining things
<input checked="" type="checkbox"/> traveling	<input type="checkbox"/> being creative in providing people with what they want	

SKILLS: Check the things you can do and would like to be able to do:

<input checked="" type="checkbox"/> listen to understand	<input type="checkbox"/> prepare and submit invoices	<input type="checkbox"/> give presentations and do demonstrations
<input type="checkbox"/> write reports	<input checked="" type="checkbox"/> find solutions to problems quickly	<input type="checkbox"/> research new product/service information
<input checked="" type="checkbox"/> set goals and priorities	<input type="checkbox"/> use word processing programs	<input type="checkbox"/> deal diplomatically with difficult people
<input type="checkbox"/> negotiate	<input type="checkbox"/> organize consumer databases	<input type="checkbox"/> use electronic inventory programs

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> able to act in a confident manner	<input checked="" type="checkbox"/> able to work well under pressure	<input checked="" type="checkbox"/> persuasive	<input type="checkbox"/> competitive
<input checked="" type="checkbox"/> able to be decisive and firm	<input checked="" type="checkbox"/> a person with integrity	<input type="checkbox"/> energetic	<input type="checkbox"/> courteous
<input type="checkbox"/> observant of non-verbal cues	<input checked="" type="checkbox"/> a good judge of character	<input checked="" type="checkbox"/> honest	<input type="checkbox"/> persistent

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Marketing Manager (Marketing, Advertising, and Public Relations Manager)		13011
Advertising Agent (Sales...)		43023
Real Estate Agent (Sales...)		43008
Investment Broker (Sales Agents, Securities, Commodities, and Financial Services)		43014
Insurance Agent (Sales...)		43002
Parts Clerk (Salespersons...)		49014
Retail Salesperson (Salesperson...)		49011
Service Station Attendant		97805
Sales Supervisor/Manager (Supervisors and...)		41002
Travel Agent		43021



What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Architecture & Construction (6)

6) INTERESTS: Check the things you like:

<input type="checkbox"/> working with your hands	<input type="checkbox"/> learning new techniques	<input checked="" type="checkbox"/> working outside or in workshops
<input checked="" type="checkbox"/> working alone	<input checked="" type="checkbox"/> routine activity	<input type="checkbox"/> working with tools and machines
<input checked="" type="checkbox"/> solving problems	<input type="checkbox"/> building or constructing things	
<input type="checkbox"/> physics	<input type="checkbox"/> fixing and repairing things	

SKILLS: Check the things you can do and would like to be able to do:

<input type="checkbox"/> read blueprints and job specifications	<input type="checkbox"/> think in three dimensions	<input checked="" type="checkbox"/> use electric and hand tools
<input type="checkbox"/> use computer-assisted design programs	<input type="checkbox"/> measure and estimate	<input type="checkbox"/> operate heavy equipment
<input type="checkbox"/> apply knowledge of safety	<input type="checkbox"/> prepare and submit invoices	<input type="checkbox"/> follow instructions (verbal or written)
<input checked="" type="checkbox"/> work independently	<input type="checkbox"/> read equipment and regulations manuals	
<input type="checkbox"/> sketch plans and sloutions	<input checked="" type="checkbox"/> apply technical and mechanical knowledge	

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> a person with good hand-eye co-ordination	<input type="checkbox"/> able to work long hours	<input checked="" type="checkbox"/> reliable
<input type="checkbox"/> able to keep cool in critical situations	<input type="checkbox"/> adaptable to change	<input type="checkbox"/> patient
<input checked="" type="checkbox"/> able to do physical labor	<input checked="" type="checkbox"/> consistent in quality of work	<input checked="" type="checkbox"/> physically fit
<input type="checkbox"/> accountable for your actions	<input type="checkbox"/> able to notice detail	

TOTAL CHECKMARKS 12

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Autobody Repair Technician (Automotive Body & Related Repairers)		85305
Automotive Service Technician (Automotive Mechanics)		85302
Boiler Operator (Stationary Engineer)		95032
Crane (& Tower) Operator		97944
Brickmason		87302
Electrician		87202
Fence Erector		87817
Carpenter's Helper (Helpers, Carpenters and Related Workers)		98312
Plumber's Helper (Helpers, Plumbers and Pipefitters)		98315
Highway Maintenance Worker		87711
Ironworker (Punching Machine Setter and Set-Up Operator, Metal & Plastic)		91302
Painter/Paperhanger		87402
Paving, Surfacing and Tamping Equipment Operator		87708
Motorcycle Mechanic (Motorcycle Repairer)		85308
Plumber (Plumber, Pipefitter, or Steamfitter)		87502
Refrigeration & Air Conditioning Mechanic (Heating, Air Conditioning, and Refrigeration Mechanic)		85902
Roofer		87808
Sheet Metal Worker		89132
Construction Trades Supervisor/Manager		81005

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Business & Administration (7)

7) INTERESTS: Check the things you like:

<input checked="" type="checkbox"/> new challenges	<input checked="" type="checkbox"/> routine or repetitive work	<input checked="" type="checkbox"/> money and banking	<input type="checkbox"/> business
<input checked="" type="checkbox"/> persuading others	<input checked="" type="checkbox"/> working with numbers	<input checked="" type="checkbox"/> sales and marketing	
<input checked="" type="checkbox"/> interacting with people	<input checked="" type="checkbox"/> new products and services	<input checked="" type="checkbox"/> planning or conducting meetings	

SKILLS: Check the things you can do and would like to be able to do:

<input checked="" type="checkbox"/> use computers	<input checked="" type="checkbox"/> make decisions	<input checked="" type="checkbox"/> communicate (oral and written)
<input checked="" type="checkbox"/> plan and organize	<input checked="" type="checkbox"/> negotiate	<input checked="" type="checkbox"/> deal with difficult people
<input checked="" type="checkbox"/> use numbers	<input checked="" type="checkbox"/> manage projects	<input checked="" type="checkbox"/> conduct marketing research
<input checked="" type="checkbox"/> analyze	<input checked="" type="checkbox"/> use logical thinking skills	<input checked="" type="checkbox"/> compile and assess data

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> competitive	<input checked="" type="checkbox"/> confident	<input checked="" type="checkbox"/> able to use good judgement	<input checked="" type="checkbox"/> honest
<input checked="" type="checkbox"/> able to act professionally	<input checked="" type="checkbox"/> self-disciplined	<input checked="" type="checkbox"/> adaptable to change	<input checked="" type="checkbox"/> tactful
<input checked="" type="checkbox"/> efficient and accurate	<input checked="" type="checkbox"/> able to meet deadlines		

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
911 Dispatcher (Dispatcher, Police, Fire, and Ambulance)		58002
Adjustment Clerk		53123
Administrative Service Manager		13014
Bank Teller (Teller)		53102
Bill Collector (Bill and Account Collector)		53508
Bookkeeper (Bookkeeping, Accounting, and Audit Clerk)		55338
Broker Assistant (Brokerage Clerk)		53128
Cashier		49023
Court Reporter (Stenographer and...)		55302
Data Entry Operator (Data Entry Keyer, except composing)		56017
Insurance Underwriter		21102
Legal Secretary		55102
Loan/Credit Processor (Loan and Credit Clerk)		53121
Management Analyst		21905
Office Clerk (General...)		55347
Receptionist		55305
Shipper/Receiver		58028
Tax Preparer		21111
Word Processor (Typist...)		55307

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

Arts, A / V Technology, & Communications (8)

8) INTERESTS: Check the things you like:

<input checked="" type="checkbox"/> current events	<input type="checkbox"/> music	<input type="checkbox"/> promoting ideas or artforms
<input type="checkbox"/> arts and crafts	<input type="checkbox"/> entertaining/performing	<input checked="" type="checkbox"/> variety/the unpredictable
<input type="checkbox"/> different cultures	<input type="checkbox"/> writing/telling stories	<input type="checkbox"/> communicating experiences to others
<input type="checkbox"/> promoting yourself	<input type="checkbox"/> interacting with people	<input type="checkbox"/> working with video and audio equipment

SKILLS: Check the things you can do and would like to be able to do:

<input type="checkbox"/> handle constructive criticism	<input checked="" type="checkbox"/> think creatively	<input type="checkbox"/> think critically
<input type="checkbox"/> respect others' likes and dislikes	<input type="checkbox"/> depict ideas	<input type="checkbox"/> think visually and in three dimensions
<input checked="" type="checkbox"/> organize - set goals and priorities	<input checked="" type="checkbox"/> express yourself well	
<input checked="" type="checkbox"/> memorize large amounts of material	<input type="checkbox"/> work independently or as a member of a team	

QUALITIES: Check below if you are:

<input type="checkbox"/> dramatic	<input checked="" type="checkbox"/> able to think on your feet	<input type="checkbox"/> a person with a flair for design
<input checked="" type="checkbox"/> enthusiastic	<input type="checkbox"/> able to meet deadlines	<input type="checkbox"/> able to cope with pressure
<input checked="" type="checkbox"/> confident	<input type="checkbox"/> able to notice detail	<input type="checkbox"/> able to work long, irregular hours
<input checked="" type="checkbox"/> self-disciplined	<input checked="" type="checkbox"/> self-motivated	<input type="checkbox"/> a person with broad general knowledge

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Actor		34056
Announcer/Broadcaster		34017
Artist		34035
Desktop Publisher (Electronic Pagination System Operator)		89707
Interior Designer		34041
Jeweler/Silversmith		89123
Musician		34051
Photographer		34023
Printing Press (Machine) Operator (and Tender)		92543
Public Relations Specialist/Publicity Writer		34008
Reporter/Correspondent		34011
Telephone/Cable TV line Installer		85702
Writer		34002

What's of Interest to You? (Overhead)

## INTEREST CHECKLIST

These are some of the interests, skills, and qualities that often apply to occupations in:

### Health Science (9)

9) INTERESTS: Check the things you like:

<input type="checkbox"/> working with technical equipment	<input checked="" type="checkbox"/> interacting with people	<input type="checkbox"/> research
<input type="checkbox"/> investigating the human body	<input type="checkbox"/> working in a laboratory	<input checked="" type="checkbox"/> healthy living
<input checked="" type="checkbox"/> reading about health issues	<input checked="" type="checkbox"/> helping people	<input type="checkbox"/> science

SKILLS: Check the things you can do and would like to be able to do:

<input type="checkbox"/> analyze problems and find solutions	<input type="checkbox"/> reassure people	<input type="checkbox"/> deal with difficult or delicate situations
<input checked="" type="checkbox"/> use medical/technical equipment	<input type="checkbox"/> apply knowledge of first aid	<input type="checkbox"/> act quickly and accurately in emergencies
<input type="checkbox"/> organize - set goals and priorities	<input type="checkbox"/> use laboratory equipment	<input type="checkbox"/> use health-care related software programs
<input type="checkbox"/> gather and assess patient data	<input checked="" type="checkbox"/> apply knowledge of ethics	<input checked="" type="checkbox"/> communicate accurately (oral, written, reading)

QUALITIES: Check below if you are:

<input checked="" type="checkbox"/> caring/compassionate	<input type="checkbox"/> able to use good judgement	<input checked="" type="checkbox"/> accountable for your actions
<input type="checkbox"/> sensitive to other cultures	<input type="checkbox"/> precise	<input checked="" type="checkbox"/> able to remain calm under pressure
<input type="checkbox"/> decisive	<input type="checkbox"/> willing to keep learning about new things	

TOTAL CHECKMARKS

If you have a lot of check marks above, you may want to explore some of the occupations below:

OCCUPATION TITLE (As it appears in Job Notes or OES)	Check careers to explore further:	OES #
Cardiology Technologist		32925
Chiropractor		32113
Dental Hygienist		32908
Dentist		32105
Dietician (...and Nutritionists)		32521
Home Health Aide/Home Support Worker		66011
LPN (Licensed Practical Nurse)		32505
Medical (or Clinical) Lab Technologist		32902
Health Service Manager (Medicine and...)		15008
Occupational Therapist		32305
Nurses Aide (...Orderlies and Attendants)		66008
Optician (...Dispensing and Measuring)		32514
Physical Therapist		32308
Physicians Assistant		32511
Physician (...and Surgeons)		32102
EMT (Emergency Medical Technician)		32508
Pharmacy Technician		32518
Pharmacist		32517
Surgical Technician		32928
Recreational Therapist		32317
Respiratory Therapist		32302

## How Do I Learn

Use this activity to help individuals explore and learn about their preferred learning styles.

Outcomes: Participants will have a better knowledge and understanding of the variety of learning styles and how these relate to their own ability to learn as well as approaches for improving on them.

Competency I, National Career Development Guidelines (NCDG): Understanding the influence of a positive self-concept by identifying and appreciating personal interests, abilities, and skills. New Hampshire Career Guidance & Counseling Program (NHCG&CP): Being able to identify and describe their strengths and abilities as they relate to other activities.

Competency II of National Career Development Guidelines: Skills to interact positively with others. NHCG&CP: Individuals will also be able to demonstrate confidence in their ability to express their opinions on topics they are knowledgeable in.

Competency IV, National Career Development Guidelines: demonstrating how to apply academic and vocational skills toward achieving personal goals. NHCG&CP: Define personal interests, aptitudes, and qualifications required for careers in which participants are interested.

NCDG Competency VI: Skills to locate, evaluate, and interpret career information; NHCG&CP: Describe educational requirements of various occupations.

Preparation: Be sure each individual has their copy of Job Notes 2001, page 28 or, using the master, copy enough for your group. You may also want to prepare overheads or slides to aid in a follow-up group discussion.

Pre-work: Have your group read from the following articles in Job Notes 2001 (*Be sure you select one not yet assigned.*)

Your Future Has Begin	Page 3
What Should I Do	Page 4
What Do You See	Page 5
What Makes You Tick?	Page 10

Prior to having participants complete the worksheet, have a brief discussion about learning styles and the article you assigned. Explain that knowing one's learning styles can help ease their ability to learn and work more efficiently. It also provides the opportunity to explore other learning styles. It is important to note that these will be their "preferred" learning styles. Nothing is absolute and they will likely use all styles at one point or another. There are also NO right or wrong styles, just preferences. It's just that we all generally become more comfortable with a certain few styles. As with skills, knowing our learning styles will put us in a much better place for understanding where we're coming from.

At this point, it might aid the participant's understanding to briefly talk about one of your learning styles.

Hand out the worksheet or have participants open Job Notes 2001 to page 28 and have each person complete the worksheet explaining that the list contains seven different forms of learning. Again, none is more correct than another. Each has several statements below it requiring participants to circle either Y for yes or N for no. Be sure to point out there is NOT a D for depends. They must choose either Y or N signifying which is most often most accurate. This is why they are preferences and not absolutes. Ask them to read each statement carefully and circle Y or N.

This is not a test and they will not be graded so if anyone gets stuck on a word or phrase they should ask for clarification. Once completed, it will provide them with valuable information for making more informed decisions and choices in the journey toward developing their career.

After an appropriate amount of time given for the size of group, have them count up the number of "Yes" responses within each style and note the number on the Total line to the right. Next they should note the three highest numbers and circle that style section heading. These are their "Preferred Learning Styles".

Debrief activity with a group discussion.

Who's preferred learning style is \_\_\_\_\_? (should ask of several styles to elicit responses from all)

How did it go?

What did they discover/learn?

What examples can they give to back up their preference?

What surprises (if any) were there?

Why is it important to know these? Or isn't it? Why not?

If possible and time permitting, try to work into your de-brief some actual examples of past activities/assignments that highlight specific learning styles.

**How Do I Learn?** Knowing your learning style will help you work more efficiently and with greater ease. Circle the **Y** (yes) or the **N** (no) beside each of the following statements. After each section total your “yes” responses. The section(s) with the most yes answers will indicate your preferred learning style.

### Verbal/Linguistic

- Y N Books are easy to learn from.
- Y N I learn a lot listening to instructors.
- Y N I really enjoy explaining, teaching, and learning.
- Y N I find it easy and fun to learn a new language.
- Y N I have a good memory for the things I learn.

Total “yes”  
answers:\_\_\_\_\_

### Logical/Mathematical

- Y N I am good at solving problems with abstract symbols.
- Y N I enjoy working with numbers and making calculations.
- Y N I find it easy to deduce conclusions based on available information.
- Y N I remember information best when it is numbered and in logical order.
- Y N I can easily apply new information to existing formulas.

Total “yes”  
answers:\_\_\_\_\_

### Visual/Spatial

- Y N Diagrams and drawings help me understand new concepts.
- Y N Give me a map and I can find my way anywhere.
- Y N I’d rather watch an expert first, then try a new skill.
- Y N I can decipher information first when it is charted in a graph or chart.
- Y N I prefer to explain my ideas by drawing pictures.

Total “yes”  
answers:\_\_\_\_\_

### Kinesthetic (Hands-on)

- Y N I learn by doing.
- Y N The classes I am best at in school involve physical movement.
- Y N I often learn well by imitating others.
- Y N I prefer to explain my ideas by acting them out in role play type activity.
- Y N I enjoy challenging myself by doing physical activities.

Total “yes”  
answers:\_\_\_\_\_

### Musical

- Y N I can learn information easily when I put it to music.
- Y N I can’t concentrate on work unless there is background music playing.
- Y N I find it easy to recognize rhythms in the sounds I hear.
- Y N I always remember songs I hear on the radio.
- Y N I can easily reproduce sounds and music I hear.

Total “yes”  
answers:\_\_\_\_\_

### Interpersonal

- Y N I learn a lot from discussions.
- Y N I work more efficiently when in a group.
- Y N I am perceptive of peoples thoughts, desires, and intentions.
- Y N I learn about others by viewing things from their perspective.
- Y N I can more easily get information from other people than from books.

Total “yes”  
answers:\_\_\_\_\_

### Intrapersonal

- Y N I learn by reflecting quietly upon my thoughts.
- Y N I remember information more easily when I can relate it to my own experiences.
- Y N I succeed most often when I rely on my intuition.
- Y N It’s easier for me to talk about my personal feelings rather than discuss abstract concepts.
- Y N I enjoy spending time by myself contemplating different ideas.

Total “yes”  
answers:\_\_\_\_\_

**Okay, you’re done, now what?** Look at the three sections where you have the most number of “yes” responses. Circle these section’s headings. These sections indicate your preferred learning styles. *Keep in mind these are only your preferred learning styles, not your “only” learning styles. Nothing is absolute so you won’t necessarily use these styles in every situation. It is possible you may use any of the styles at some point or another.*

## SELF-ASSESSMENT TIPS

When you are just starting the process of exploring careers, this is a great place to begin. Your guidance counselor probably has at least one type of self-assessment that you could complete. Go for it! It will help you get a better idea of yourself.

1. Assessments are not designed to tell you what to be. They just help you think about who you are.
2. Several factors can affect how you respond on an assessment. Maybe you were in a bad mood when you took it, or you may be heavily involved in one particular academic course and the answers reflect that. If the answers seem just too far off, maybe you should take it again another day.
3. Most assessments will suggest a short list of potential careers. *Don't get boxed in to these choices.* These careers are only suggested because you share some of the characteristics of people in these jobs.
4. The list is short. Use it as a springboard, a place to begin.
5. It is important to take the time to research careers after you have done a self-assessment. Keep track of what appeals to you and what doesn't. Remember your values and interests.
6. Most people could use some help in processing the information so go see your guidance counselor to talk about your assessment.